

REPORT  
OF THE  
INTERMEDIATE EDUCATION BOARD  
FOR IRELAND

FOR THE YEAR 1902.

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*Presented to both Houses of Parliament by Command of His Majesty.*

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REPORT  
OF THE  
INTERMEDIATE EDUCATION BOARD  
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FOR THE YEAR 1902.

TO HIS EXCELLENCY WILLIAM HUMBLE,  
EARL OF DUDLEY.

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland),  
submit to your Excellency this our Twenty-fourth Report.

The number of students who gave notice of their intention to  
present for examination in 1902 was:—

Boys.	Girls.	Total.
6,545	2,509	9,054

being an increase of 231, or 3·7 per cent., in the case of boys  
and a decrease of 1, or ·04 per cent., in the case of girls; and  
a total increase of 2·6 per cent. on the corresponding numbers  
in 1901; and a total increase of 9·2 per cent on the corresponding  
numbers in 1900.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls.	Total.
1893	5,730	1,856	7,586
1894	6,279	2,067	8,346
1895	6,755	2,263	9,018
1896	7,040	2,384	9,424
1897	7,182	2,413	9,605
1898	7,227	2,627	9,854
1899	6,164	2,231	8,395
1900	6,093	2,194	8,287
1901	6,314	2,510	8,824
1902	6,545	2,509	9,054

See Table  
I.

The number of students who presented themselves for examination in 1902 was:—

Boys.	Girls.	Total.
6,087	2,292	8,379

being an increase of 258, or 4·4 per cent., in the case of boys, and an increase of 4, or 1·7 per cent., in the case of girls, and a total increase of 262, or 3·2 per cent., on the corresponding numbers in 1901.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls	Total.
1893, . .	5,265	1,709	6,974
1894, . .	5,316	1,866	7,182
1895, . .	6,267	2,056	8,323
1896, . .	6,503	2,308	8,811
1897, . .	6,661	2,216	8,877
1898, . .	6,705	2,368	9,073
1899, . .	5,726	2,042	7,768
1900, . .	5,611	1,997	7,608
1901, . .	5,629	2,288	8,117
1902, . .	6,087	2,292	8,379

The examinations for 1902, which commenced on 17th June <sup>See</sup> and extended over twelve days, were held at 256 centres, in 98 <sup>Appendix</sup> different localities.

The following Table shows the distribution of Centres between the Four Provinces:—

Centres.	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Centres for Boys, .	68	36	55	12	171
Centres for Girls, .	28	23	15	4	70
Joint Centres for Boys and Girls, .	6	7	2	—	15
Total, . .	102	66	72	16	256

One hundred and eighty-one gentlemen and eighty ladies were employed as Centre Superintendents, being an average of one Superintendent to every 32 students examined.

See Table II      The number of students who passed the Examinations in 1902 was:—

Boys.	Girls.	Total.
3,695	1,243	4,938

In the last ten years the numbers were respectively as follows:—

Year	Boys.	Girls.	Total.
1893,	3,041	955	3,996
1894,	3,419	1,104	4,523
1895,	3,783	1,190	4,973
1896,	3,758	1,213	4,966
1897,	4,134	1,404	5,538
1898,	4,196	1,440	5,636
1899,	3,896	1,410	5,306
1900,	3,799	1,515	5,314
1901,	3,752	1,580	5,332
1902,	3,695	1,243	4,938

The proportion per cent. of those examined who passed in 1902 was:—

Boys.	Girls.	Boys and Girls.
60.7	54.2	58.9



The proportions in the last ten years were respectively as follows :—

Year.	Boys.	Girls.	Boys and Girls.
1893,	57.7	55.9	57.2
1894,	58.8	59.2	58.9
1895, .	60.4	57.9	59.8
1896, .	57.7	54.9	57.
1897, .	62.1	63.3	62.4
1898, .	62.6	60.8	62.1
1899, .	68.	69.	68.5
1900, .	67.7	75.9	69.8
1901, .	64.4	69.	65.7
1902, .	60.7	54.2	58.9

The number of students to whom were awarded Exhibitions in the Senior, Middle, and Junior Grades was :— See Table V.

Boys, 189; Girls, 60; Total, 249.

The number of students to whom were awarded prizes in books, Rule 47, was :— See Table VI.

Boys, 190; Girls, 60; Total, 250.

The number of students to whom were awarded prizes (in books) for Composition under Rule 48 was :— See Table VII.

Boys, 64; Girls, 56; Total, 120.

Fifty-two Medals (bronze) were awarded to Boys and to Girls for excellence in special subjects. See Table IX.

The values of the Burke Memorial Prizes awarded in 1902 were :—

Boys—

First Prize, £14 13s. 4d.

Second Prize, £9 3s. 4d.

Girls—

Prize, £9 3s. 4d.

The amount of the School Grant paid to managers of schools on account of the Examinations in 1902 was £57,513 4s. 5d.

The number of schools participating in the Grant in 1902 was 268 mixed schools of boys and girls, each of which was hitherto counted as two schools, are now regarded as one school.

The following Table shows the distribution of the School Grant between the Four Provinces, and the number of schools in each province, to the managers of which the School Grant was paid:—

PROVINCES.	Total Amount of School Grant.	No. of Schools.			TOTAL
		Boys.	Girls.	Mixed Schools	
	£ s. d.				
LEINSTER, . . .	22,922 17 6	61	85	3	99
ULSTER, . . .	15,829 8 0	28	29	26	83
MUNSTER, . . .	15,281 15 4	47	17	3	67
CONNAUGHT, . . .	3,479 3 7	12	5	2	19
Gross Total, . .	57,513 4 5	148	86	34	268

### FINANCE.

The separate Accounts of the Board designated the "Original Endowment" and "Local Taxation" Accounts, were early in the year 1902 consolidated into one account—the Account of the Intermediate Education Board for Ireland—pursuant to the Intermediate Education (Ireland) Act, 1900, and Rule 71, Rules and Programme, 1902.

The Balance Sheet of the Board for the year 1902, shows a surplus of £19,535 7s. 9d. (including £1,676 5s. 3d., Income Tax, to be refunded). From this must be deducted £1,166 13s. 4d. the uninvested surplus of 1901, leaving a net surplus of £18,368 14s. 5d. Against this net surplus there is an offset of £21,447 8s. 8d., transferred from the Local Taxation Account at the time of consolidation. Of this amount £788 16s. 5d. is the Income received on this latter Account up to that time. The excess of Expenditure over Income is thus £2,289 17s. 10d.

This sum must, however, be reduced by £1,635, amount advanced by the Board to Managers of Schools, to enable them to provide equipment and appliances for the teaching of Practical Science. The net excess of Expenditure over Income in the year 1902 is, therefore, £654 17s. 10d. to which may be added liabilities estimated at £850.

## INSPECTORS.

The Board desire to bring prominently under the notice of your Excellency the necessity, in the interests of Intermediate Education, of bringing into operation at as early a period as may be possible an efficient system of inspection by the appointment of a staff of permanent inspectors.

For upwards of five years the Board, with the warm approval of His Excellency the late Lord Lieutenant, continuously laboured towards this end.

So far back as the 25th January, 1898, they passed a resolution that, as the result of their experience of the working of the system established by the Act, they felt satisfied that there were many defects in the system, with several of the more serious of which they were powerless to deal under the existing statutes; and they therefore requested His Excellency to constitute the members of the Board, with such others, if any, as he might think fit, a Commission to inquire into the system, and into its practical working, and to report whether any enlargement of their statutory powers was desirable, with a view to an improvement of the system. His Excellency complied with this request of the Board, and by Warrant of 30th May, 1898, constituted the Commission.

After a laborious inquiry, the Commissioners presented their final Report to His Excellency on the 11th August, 1899, and the most important recommendation in this Report was the establishment of a system of inspection of Intermediate Schools.

The recommendations in this Report were approved by His Excellency, and early in the Session of 1900, the then Chief Secretary submitted to the House of Commons a Bill which, had it been passed as then framed, would have empowered the Board, with the assent of the Lord Lieutenant, to make any modification they thought proper in the then existing system which would have been consistent with the Conscience Clause. Opposition, however, was taken to the Bill, and, as an opposed Bill would not have had any chance of becoming law during that Session, the then Chief Secretary consented to the powers sought to be conferred by the Bill being limited to such as were necessary to carry into effect the recommendations of the Report, and in this shape the Bill passed into an Act.

This Act, *per se*, rendered inspection necessary, and, if it remains unaltered, would have involved the appointment of permanent Inspectors, but it did not necessarily follow from it that the results of inspection should be adopted as factors in estimating the amount of the School Grant. According to the peculiar wording of the Recommendation (7, D), the latter

depended upon the practical results of inspection being satisfactory. Accordingly temporary Inspectors were appointed in the first instance, and by their reports the Board were satisfied that the inspection which took place during last year caused a marked improvement in the schools and in the efficiency of their teaching, and that such improvement would be progressive if the inspection continued; and by No. 56 (B.) of their Rules sealed on the 10th day of May, 1902, they prescribed bonuses of 10 per cent. and 20 per cent. respectively upon the School Grant, for schools which, upon the report of the Inspectors, should appear to be "satisfactory," or "highly satisfactory." This Rule was sanctioned by His Excellency the late Lord Lieutenant, and thereby acquired the force of the Act of Parliament under which it was framed, and it is the clear opinion of the Board that it cannot continue to be in abeyance.

When this Rule was made it was the unanimous opinion of the Board that it could not be carried into effective operation without the appointment of a staff of permanent Inspectors, and, consequently, on the conclusion of the temporary inspection the Board, on 30th June, 1902, made application to His Excellency the then Lord Lieutenant for his sanction and that of the Treasury to the constitution of a permanent staff of these officers, and they submitted in detail their proposals with regard to the tenure of the offices, and the duties and salaries to be attached to them.

Some correspondence having passed between the Under-Secretary to your Excellency and the Board in reference to these proposals, a reply, dated 5th December, 1902, was received from the Under-Secretary informing the Board that the Lord Lieutenant thought it best that the Board's scheme for the establishment of a permanent staff of Inspectors should stand over till next year, to admit of its fuller consideration.

The Board, by their reply to the Under-Secretary of 17th December, 1902, proposed that, pending the consideration of their scheme by His Excellency during the course of the then next year, provision should be made for inspection during the current year, by sanction being given by His Excellency and the Treasury to the re-appointment, for such year, of the temporary Inspectors of last year, at their former rates of remuneration; and that in the event of the re-appointment of any of these gentlemen being impossible or inexpedient, his place should be filled, upon the same terms, by another, to be selected with the approval of His Excellency.

In reply to this letter, a letter dated 13th January, 1903, was received from the Under-Secretary conveying the approval of their Excellencies the Lords Justices and the Treasury to the proposal of the Board to make provision for inspection during the current year by the re-appointment of the temporary Inspectors of last year.

The Board accordingly proceeded at once to re-appoint as many of the Inspectors of last year as were available, and three of these gentlemen, and one newly appointed, are now carrying on the work of inspection.

The Board, however, feel as strongly as they have ever done that the interests of Intermediate Education are suffering from the absence of permanent Inspectors, and they venture to hope that as nearly another year has now elapsed since their scheme for the appointment of these officers was submitted to the late Lord Lieutenant, it may receive your Excellency's consideration as soon as the exigency of other public business will permit.

## RESULTS OF THE EXAMINATIONS.

In the year 1902 the usual pamphlets of the results of the examinations, giving the names and addresses of the students, and the marks obtained by them in the different subjects of examination were not published, but the Board, in accordance with Rule 55 for that year, informed Managers of Schools, individually, early in September, of the result of the examination of their students.

The Board subsequently came to the conclusion that taking into consideration the character of the pass examination contemplated by the rules for 1902, the average of the marks obtained at the examinations and the percentages of passes showed that unforeseen difficulties had arisen in carrying out the new system of examination. Accordingly by an order given under its common seal, 23rd October, 1902, the Board reduced to 30 per cent. the standard required for passing in all subjects of the Programme in which that standard had been fixed at 40 per cent., except in the case of English Composition.

A new edition of the results in pamphlet form was then prepared and issued, in which the names and schools of the students were omitted, and their examination numbers only were given.

The proportion of candidates examined, who passed in the year 1902, after the revision of the marks was 58·9 per cent.

The per-centages of students examined in the different grades who passed were, compared with the per-centages in 1901, as follows:—

GRADE.	Boys.		Girls.	
	1902.	1901.	1902.	1901.
Preparatory, . . .	54·9	65·8	55·4	65·4
Junior, . . . . .	60·5	59·7	51·1	66·2
Middle, . . . . .	67·9	71·3	67·0	74·
Senior, . . . . .	84·2	79·8	75·4	84·1

## REPORTS OF EXAMINERS.

## GREEK.

In the examination for Honours there was a marked improvement in Composition and unprescribed translation in the Senior and Middle Grades. It looks as if the abandonment of a set course for Honour Candidates had already begun to have a good effect. In the Junior Grade (where there is a prescribed course), the improvement in Composition was slight (if any), but the unprescribed translation was certainly better than I remember it to have been. The preparation of the prescribed books was on the whole good, but answering in the prescribed books has not sufficed to secure Honours for candidates really bad in Composition and Grammar. This, it seems to me, is as it should be.

In all the Grades candidates who rendered the prose pieces with fair correctness were utterly unable to deal with the verse passages.

As regards the Pass candidates at this examination two considerations must be borne in mind: (1.) As this is the first time the Honour Students were examined separately, the average answering on the Pass papers was naturally lower, and a lower standard of marking had to be adopted. This would make any comparison with other years difficult and misleading. (2.) This is the first time the altered programme has come into operation; and those teachers whose idea of teaching Greek (or Latin) was setting their pupils to learn bits of translation by rote have, in many cases, failed as yet to discover a more excellent way. The alterations have been successful in preventing a large number of passes being obtained without any real knowledge of the language, but it will take time for a more intelligent method to be generally adopted—for the false method to be supplanted by the true. The heads of schools must find that it will be for their interest to insist on better scholarship in their assistants and to pay them better. In the majority of cases Greek cannot be learned without intelligent aid, but there is no reason why any ordinary lad who was soundly taught even small portions of Greek should not have passed creditably on these papers. No papers can be made easy enough to secure respectable answering from students so unprepared or ill-prepared as to be unable to write a Greek sentence—or even a Greek word—without hideous blunders; no ‘easy marking’ or lowering of the standard will enable such to pass on papers of moderate difficulty. For instance, in the Middle Grade scarcely any of the candidates had any knowledge of the language of the Greek drama. If they had mastered the dialogue of even one Greek play it is impossible to think that they could have stumbled at such common words as *μέθυ* and *μέρος*. Some of those who attempted the passage translated both these words as ‘wine’, evidently confusing *μέθυ* with *μέθυ* and *μέρος* with the Latin *merum*. In each grade there were a few students whose papers were excellent, who should have presented

themselves for honours and probably were prevented from doing so only by accidental causes. To them these remarks do not apply. There were others who gave evidence of having been fairly taught, but the answering on the whole was disappointing.

In the Junior Grade, again, was illustrated the futility of trying to learn Greek by learning off translations. The passages from the prescribed book were fairly done, though such atrocities as, "*ἀπὸ* from *κραιοῦσαι* accomplishing *ὠφελίμων* *ἔργων* useful works," were not uncommon. The composition showed great weakness, "the best of arts," *ἀριστον τῶν ἀρτων*! "about industry" *δὲ φιλοπονίᾳ* (*δὲ* evidently confounded with *de*). The parsing was not good. The attempts at the unseen passage were poor.

In the Preparatory Grade also the history does not appear to have been intelligently taught. "*Cylon—in India*"—"Sardis near Athens, where Thermopylae defeated the Persians."—"Here the Persians were defeated by Xerxes" are instances of the rubbish amongst which one had to hunt for grains of truth.

The attempts at the unseen passage were in most cases very feeble.

R. Y. TYRBELL, *Advising Examiner.*

#### LATIN.

SENIOR GRADE.—In the translation from English into Latin about fifty per cent. of the candidates showed a good grasp of Latin idiom. It seems manifest, however, that the teachers, as a whole, make little use of their authors in their classes for Latin Composition. If pupils were got to note useful passages, and to commit them to memory, and if exercises requiring a knowledge of such passages were constantly set for them, teachers would very soon observe a quickening in their pupils' powers of observation, and a gratifying improvement, not merely in their knowledge of Latin style, but in their general interest in the language.

The passages for translation into English were done remarkably well by the majority of the Honours' candidates. Even the difficult passage from Juvenal was accurately rendered in not a few instances. The Pass Students, on the other hand, were so unsatisfactory that one cannot help concluding that there must be a great deal of inaccurate teaching in the country.

In the history, a large number of boys seemed to know nothing about the Roman wars in Germany, except the defeat of Varus. A good many, apparently, did not read a line beyond the death of Augustus. The girls knew their history far better.

The Latin verse was a complete failure, only one candidate securing the increase of marks allowed.

**MIDDLE GRADE.**—Except in some minor details, the answering in this Grade corresponded very closely, in all respects, with that in the Senior Grade. Livy and Horace, however, are apparently easier for the Senior Grade than Virgil and Cicero for the Middle. The Pass candidates signalised themselves chiefly by all kinds of mistakes in Grammar. Mere slipshod teaching alone will hardly explain the fact that, in this Grade as well as in the Senior, a large number of candidates did not know the difference between *talis* and *qualis*; that they seemed to regard all supines as declinable, and to consider that *quod* must always mean "because."

The Roman History was better done than in the Senior Grade, the answering of both boys and girls being alike satisfactory.

In Latin verse, one candidate was awarded the ten per cent. allowed.

**JUNIOR GRADE—HONOURS.**—The Latin Composition showed a good deal of promise. Still, a large number of boys were evidently over-classed, and should have been in the Pass section.

The translation of passages from the prescribed books was, as might be expected, very satisfactory, a large number of candidates giving entirely accurate versions. The translation at sight was rather well done.

The answering in History was excellent. Of course, the paper was very easy, but, apart from accuracy, the answers were generally concise and well expressed.

Nearly half the candidates attempted Latin verse, but only seven succeeded in writing just one correct hexameter.

**PASS.**—In the Latin Composition, the sentences, each of which required a knowledge of some ordinary Latin idiom, were well rendered by the majority of the students.

The prescribed author, Livy IX., 1-31, was not well known. All kinds of mistakes were made. One is forced to the conclusion that the author was too difficult. The Grammar questions were well answered.

Most of the candidates made out the translation at sight with fair success. The history had evidently been neglected.

**PREPARATORY GRADE.**—The answering in Latin Composition was poor. Insufficient attention was paid to the subject by the Teachers. They did not seem to realise that the large number of marks allotted to this section of the programme would prove disastrous to ill-taught pupils.

The translation of the prescribed passages was fairly well done. But, still, it was felt that a large number of pupils had simply committed the translation to memory. Teachers are warned that, in future, passages may be set from which phrases or even entire sentences may be omitted.



The translation at sight was in many cases extremely well done—i.e., by those who succeeded in scoring Pass marks on the sections already referred to. The failure to translate correctly such words as "*militaribus*," "*perierunt*," "*incolumes*," showed that Teachers had confined themselves too closely to the prescribed book, with its limited vocabulary.

The answering in History was unsatisfactory.

M. SHEEHAN, *Advising Examiner.*

#### ENGLISH COMPOSITION.

This year English Composition was examined on a new system. The Board prescribed courses of authors for home reading, and gave notice to the schools that either the subject, or the treatment, of the composition exercise would be suggested by the works prescribed.

The intention of the Board seems to have been misunderstood by many teachers. It was obvious that pupils had been made to study the authors too minutely; and, in this study, the memory had been exercised more than the reason. Middle Grade candidates, in not a few instances, were able to reproduce textually the whole of Thackeray's essay on Sterne. Several Senior Grade Candidates repeated with the same exact fidelity an entire chapter of Newman's "*Idea of a University*." In most cases the long passages, copied with such exactness, had little or no reference to the matter in hand, yet the student was seemingly unaware of the irrelevance, or had not learned to consider irrelevance a fault. The time spent on committing to memory choice pieces of literature is never wholly wasted; but one must regret that more time was not spared from this practice for cultivating a sense of proportion and order. Few of the candidates had been made to understand the value of structure in an essay, or the necessity for devoting time and thought to the preliminary and preparatory stage of the work of composition.

It was clear, too, that in very many schools the teachers had tried to forecast what subjects the examiner would select for the composition exercise, and had drilled their pupils to reproduce prepared essays on those subjects. Though the forecast proved to be at fault, the candidate, in nowise deterred, transcribed the essay with which he had been crammed. The attempt to defeat the purposes of examination by such combination of prophesy and cramming was not confined to the lower Grades. Fully one-third of the Middle Grade candidates had been prepared according to this simple method.

It is due to the remaining schools in which the new system was understood, to add that their pupils gave evidence of having been carefully trained. The improvement notable in the best

essays, as compared with the best essays of previous years shows, that if worked as intended by the Board, the present system will produce excellent results.

WILLIAM MAGENNIS, *Advising Examiner.*

# ENGLISH.

Two factors contributed to make the examinations in English of 1902 somewhat severer than usual : the courses were longer and more difficult, while the time allotted to the subject was reduced by one-half.

For the majority of the Preparatory and of the Junior Grade Candidates the difficulty of passing was further increased by their teachers. In pursuance of a scheme of speculative selection they had been made to ignore the more advanced of the works prescribed, whereas the examination paper had to deal with the programme in its entirety. Had it not been for the liberal proportion of marks assigned to History and Geography, the percentage of failures in the lower grades must have risen considerably. Here, as in the case of English Composition, a systematic attempt was made on the part of some teachers to secure rewards for their schools without honestly fulfilling the requirements of the Board.

The more extended course of reading and study prescribed was intended to raise the level of English scholarship in Intermediate schools. It was calculated to promote a better method of teaching English ; to induce teachers to treat a piece of literature as literature, and not as a mere pretext for cramming the pupils with scraps of miscellaneous information. For many school-masters the note is of much more importance than the text, and loading a child's memory with annotations is thought equivalent to educating him. To say that sixty per cent. of Preparatory Grade, and about thirty to thirty-five per cent. of Junior Grade pupils are thus crammed, may seem an exaggeration, yet the statement is true. English is better taught to children of corresponding age who attend the average National school.

Several boys in these lower grades obtained full marks. This proves that at least for talented pupils, properly taught, the new programme was not too exacting. That so low a level was reached by the majority seems the fault of incompetent instructors. There is surely something wrong with the teaching in a school whose Middle Grade candidates presenting themselves for examination in Newman's *Verses* were unable to answer a simple question on the meaning and the metrical structure of "Lead, Kindly Light;" and what is to be said of the teachers who could not awaken in their pupils an intelligent interest in the lyrics chosen from "The Golden Treasury"?

Whereas too often the answering in the Middle Grade was highly unsatisfactory, that of the Senior Grade "Honour" division was almost invariably good. The paper for this division was rather long and somewhat searching, yet it rarely happened that a question was left unattempted; in many instances, indeed, the ability displayed made the reading of the answer-books a positive pleasure. Not one per cent. of these candidates failed, and high marks were obtained by nearly two-thirds of them. It would be hard to praise too much the work done by the best of these candidates. The schools which prepared them are worthy of the highest commendation.

WILLIAM MAGENNIS, *Advising Examiner.*

### FRENCH.

The surest test of proficiency in any language is the ability to write a composition in that language. Hence the teaching of French in Ireland may fairly be judged by the French compositions written at the recent examinations. Judged by this standard, it must be admitted that the teaching of French in Intermediate schools is in many cases very defective. The examiners in all grades complain of the striking failure on the part of the candidates to observe the elementary rules of French Grammar in their compositions. The intention of the Board in removing grammar from the programme has evidently not been grasped by many teachers. Wherever grammar questions arising from the text were put the candidates uniformly answered them correctly, showing that theoretical grammar is still taught. But in the compositions where the rules of grammar should be practically applied, there is a great neglect of even the simplest of these rules, proving that the teaching of grammar is still a matter of memory work, and not, as the Board intended, thoroughly practical. This ignorance of practical grammar is specially noticeable in the earlier grades and in the pass papers, and is most commonly exhibited in the case of the genders of nouns, conjugation of verbs, the use of the pronouns, the concord between noun and adjective, subject and verb, &c.

A second reason for the low scoring of many candidates in composition is the evident fact that no attempt has been made to learn French from the study of the prescribed text books. It would seem that many teachers consider that their duty in regard to the text book is ended when they have taught their pupils to translate the French text into English. That the text book should be used as a sure means of acquiring familiarity with the vocabulary, grammar, and structure of the French language, is an idea which is evidently, still unfamiliar to many teachers.

The above remarks on the general demerits of the compositions happily admit of many and brilliant exceptions, especially in the case of Middle and Senior Grade Honours candidates. Many

of their compositions were written, not only with grammatical correctness, but in some cases with a finish of style that calls for special commendation.

According to the unanimous opinion of the examiners, the translation from French into English was very well done. Some of the examiners, indeed, complain that candidates whose compositions were poor, scored highly on the translation, and thus gained good Pass or Honours marks. In former years the complaint was that candidates ignorant of composition passed by means of marks obtained in grammar. Yet the state of affairs as revealed by this year's examinations is surely more hopeful, for the next best thing to being able to put English into good French, is the ability to translate French into good English. This necessitates a certain familiarity of the candidates with French, provides them with a varied vocabulary, and if they were only taught to profit by this knowledge, would surely and speedily enable them to write a good French composition. That this facility for translating French into English is not to be ascribed to learning the text-book by heart is shown by the fact that the unseen passages were also well translated, and in the higher grades were often put into good idiomatic English.

The answering in French History on the Pass papers was, on the whole, bad. Perhaps the small percentage of marks assigned to this section of the paper discouraged the teachers from any effort to instruct their Pass pupils in the prescribed periods of history. But the Honours candidates had been, on the whole, very fairly taught; many of them secured nearly full marks in history.

It would appear that, as a general rule, the teaching of French in girls' schools is superior to that in boys' schools. This is particularly evident in the case of the compositions.

In addition to the above general remarks, which apply to all the grades, it should be noted that the examiners in the Preparatory Grade report very unfavourably on the manner in which the prescribed text book had been studied by the candidates. In the majority of cases, the unseen passage was much better translated than the passage selected from the prescribed author. In this Grade an encouraging feature deserves to be mentioned—namely, that in nearly every instance the whole paper was attempted by the candidate, whereas in former years it was not unusual for the examiner to meet blank answer-books.

The answering in the Middle Grade Pass Paper was relatively worse than on any other paper. Evidently the candidates who selected this paper were below the average, and must have consisted of pupils who in former years depended on grammar questions and a prescribed text-book to enable them to pass.

KATHARINE HOGAN, *Advising Examiner.*

GERMAN.

The majority of candidates pay little or no attention to the rules of German punctuation and the modification of vowels. The neglect of these important points is productive of many mistakes. The composition in the Senior and Middle Grade Honours particularly that of the boys, reached a higher level than in former years; some were admirable both in Grammar and style. In the Junior and Preparatory Grades the composition was weak and helpless. The reason of this is that the German composition offers at the beginning more difficulties than that in a romance language. Besides grammatical difficulties the beginner has to struggle with a more difficult vocabulary and with the rules about the position of words in a sentence. In order to encourage the study of German it is advisable to omit or reduce composition to a few easy sentences in the Preparatory and Junior Pass Grades. It is no doubt necessary, if any competent knowledge of the language is to be obtained, to practise the difficult art of translating a passage of English into German, but this should not be exacted from a beginner, who is thereby easily discouraged. Such translating ought not to be started before the learner has a fair vocabulary of ordinary words at his command and has mastered fully the more important grammatical difficulties. To become proficient in composition a great deal of time and practice is required. The teacher is thereby handicapped in his work and prevented from devoting sufficient time to Oral Training, which is all-important in the early stages.

There were few failures in the Senior Grade, thanks to the good answering in History. Nearly all the candidates took the Honour Paper. The compositions were good. The passages from translation at sight were well rendered.

The same remarks apply, except as regards History, to Middle Grade Honours. The composition was very well done by many. The majority of the candidates in this Grade did not study German History.

In the Middle Grade Pass Papers a considerable weakness in German construction is perceptible. Very few knew the distinction between "einem sagen" and "zueinem sagen;" "das" was very often used instead of "dasz." The translation at sight was satisfactory. Little attention was paid to History.

The candidates in the Junior Honour Grade translated well the detached sentences for translation into German. In the continuous passage, however, mistakes of construction were numerous. The prescribed books had evidently been carefully studied by a large number of students. The Grammar questions were well answered. The passages for translation at sight were fairly done; only two candidates were unable to read German handwriting. The answering in History was unsatisfactory.

As already pointed out in my general remarks on the examination, the composition in the Junior Pass and Preparatory Grades was, with few exceptions, poor. Mistakes in construction, genders, declensions of nouns and adjectives, prepositions and verbs, abounded. The passages chosen from the prescribed books were well translated, which shows that nearly all the candidates had read their books carefully. As to the passages from unseen authors, only about half of the candidates gave or approached the true sense. The German handwriting was perfectly understood, and generally employed by the candidates.

VALENTINE STEINBERGER, *Advising Examiner.*

### IRISH.

The work sent up by the boys and girls of the Senior Grade was of a very unequal character.

The best set were undoubtedly the girls who took the Honours paper. None of them failed. Their work was good almost throughout, and in several cases excellent. As regards Composition, it was almost faultless, both in accuracy of detail and in style. They also translated well from the Irish, in marked contrast to the boys whose chief deficiency lay here. The questions on history, literature, and grammar were also answered extremely well—both accurately and fully.

The boys did not do nearly so well. Their composition, it is true, was good, and in several cases excellent; but the majority did not do justice to the extracts of Irish prose and poetry, showing, among other things, a decided lack of vocabulary. The grammatical questions were generally well answered, but those on history and literature only rarely so. It is evident that these students or their teachers lay the greatest stress, and rightly so, with a living language, on speaking and writing it well. But the literary side should not be so much neglected, and a much wider and deeper knowledge of Irish literature should have been obtained at this stage. Hardly any one could spell the name of the national hero, *Cuchulainn*, correctly—a surprising sign of the neglect of reading. As there is now no lack of suitable books, the Gaelic League, the Irish Text Society, and other bodies providing constantly new, good, and cheap material, there is no excuse for this neglect.

The best all-round work seems to have been done in the Middle Grade. The examiner has hardly anything but praise for the work sent up by the large majority of boys and girls of this Grade. Composition was in many cases almost faultless, accurate and spirited. A thorough grasp of construction and idiom was shown. The questions on Grammar were well answered. The set books had been carefully read, and the historical questions were dealt with in a very creditable manner. The one weak point was translation at sight, owing chiefly to the lack of

vocabulary, which again shows that the students at this stage have not read widely enough. But with this one exception the teachers who have trained these boys and girls may well be proud of the results attained, which open up a most encouraging prospect for the future of Irish studies in their native land.

In the case of the Junior Grade Honours Paper, it was again noticeable that, on the whole, the girls' work was superior to that of the boys. Of the girls only 4 failed, 5 did excellently well, 20 were very good, and the rest good or satisfactory. Translation at sight was again the least creditable part, and the questions on Literature and History were generally but indifferently answered. But Composition was good, translation from set book very good, and Grammar fair.

Of the 158 boys, 46 failed, but 36 were very good almost throughout, and 3 did excellently. The work of the boys was characterised by the same merits and defects as that of the girls. In Composition, even those whose papers were marred by mistakes in Grammar showed that they knew how to set about writing Irish. There was never that slavish adherence to the English order of words or idiom so common with beginners in German or French.

In the Junior Grade a very considerable percentage of the Pass candidates sent in very full and tolerably accurate papers, in which the four sections into which the paper was divided were fairly represented. Some displayed a want of proportion in the length of their answers to the various questions, a few of the questions in the history section being answered at great and unnecessary length. The translation of the passage set outside of the prescribed texts was very well done on the whole, and proved that the teaching of a considerable number of the candidates must have been thorough. Very fair attempts were made all round at the translation of English sentences into Irish, though it must be confessed that where the sentences involved the idiomatic use of prepositions, though they were sentences in everyday use, the result was disappointing. It was manifest from the translation of the English sentences that scarcely any of the candidates had a native grasp of the language. A considerable number of the candidates gave proof by the quality of their answering that the subject was comparatively new to them, and a greater attention to accuracy in spelling, the placing of aspiration dots and of vowel accents is strongly recommended. The answering in the few grammar questions set was decidedly unsatisfactory, and as Grammar does not constitute a special section of the Examination paper there is risk of its study being neglected. The examiner is convinced that more accurate and careful teaching and greater attention to idiomatic conversational Irish are necessary all round.

The work sent up by the large number of boys and girls who took the Preparatory paper falls into three very distinct groups. There are, first, those—unfortunately not the largest class—whose training enabled them to deal competently with the three sections into which the paper was divided. Many of these

showed that great care had been taken by their teachers, and that a great amount of accurate and valuable training had been bestowed on them.

A second group were evidently, to a large extent, trained on methods which should never have been resorted to. The Examiner is of opinion that of those who have done badly the number would have been much less than it is, but for the vicious habit of "memorising" the English translations of the prescribed passages. There were many instances in the Answer-books of whole passages of translations from *other* parts of the prescribed books submitted as translations of the passages set; and, in some instances, it appeared clear to the Examiner that the English translation had been given by somebody by *dictation*, for the purpose of memorising, to the pupils who do not seem to have taken in the meaning of the English translation thus given to them, much less to have known anything of the original Irish of which it is a translation. Thus, for the translation of *Bhí an Giolla gan Súilibh ag faire* which must have been dictated to the pupil, in the translation "The Eyeless Lad was Watching," four pupils gave as a translation "The Isle of Slad was Watching!" Among those who had memorised in this way no less than twenty-eight had done so particularly badly. With methods of instruction such as this no good results can of course be expected.

There was a third group of candidates who ought not to have gone in for the examination at all, as their studies had not yet reached the standard of the paper. Many of these took care to inform me that they had only begun their Irish studies last October, some only in March. Except in rare instances, six or eight months are surely not sufficient to lay a thorough foundation in Grammar—to master the elements of composition, to digest the set book, and acquire some facility in reading at sight.

In summing up, and in attempting to convey the impression which the general character of the work done in Irish has made upon him, the advising Examiner desires to state emphatically his opinion that a very real, efficient, and highly valuable work is being carried on, perhaps not always with adequate means, and sometimes on false lines, but undoubtedly with great earnestness and devotion on the part of teachers and pupils alike, and, on the whole, with highly satisfactory results. What has struck him most is the intelligence and interest displayed, and where this was supported by a sound training, the result in scholarly knowledge of the subject has been beyond anything that he expected to find. He feels that with students such as these there is nothing that might not in due time, and under more favourable conditions be attempted and accomplished. It is from among them that the future philologists and historians of Ireland should arise. If the work were carried on to higher stages—if, every year, the best among the more advanced pupils were but given a chance of continuing their Irish studies at a University, an inestimable benefit would be conveyed on the cause of Irish studies both in their native land and abroad.

KUNO MEYER, *Advising Examiner.*



### ITALIAN AND SPANISH.

The relegation of Italian to the Pass Programme has had apparently the effect of discouraging the study of that language in Ireland.

The numbers of students who presented for examination in Italian in 1901 were:—

Boys, 120; Girls, 292; Total, 412.

In 1902 the numbers fell to:—

Boys, 15; Girls, 38; Total, 53.

The examiner is fairly satisfied, on the whole, with the results of the examination. The translation, however, of English into Italian was poorly done, except in the Senior Grade, and the Grammar portion of the papers was badly answered, especially in the Junior Grade.

Three students only presented themselves for examination in Spanish.

### GEOMETRY.

#### *Senior Grade—Honour.*

The bookwork was written out in a most satisfactory manner by both boys and girls. Most of the exercises were done well by the boys; but only five or six of the girls were able to do any exercises.

#### *Senior Grade—Pass.*

The answering was satisfactory on the whole.

*Boys.*—It was noticeable that several candidates were unable to distinguish between “reciprocally proportional” and “directly proportional.” Also a considerable number displayed the confusion of their ideas on the subject of proportion by making use of a totally wrong definition of duplicate ratio; perhaps they were misled by some text-book which presents ideas and propositions quite different from those of Euclid’s Elements. Again, a large number showed themselves unable to distinguish between “CA produced” and “AC produced”; and many increased the difficulty of the exercises by drawing grotesquely bad diagrams. Three candidates got full marks on the paper. Only 45 per cent. of the candidates solved one or more of the exercises.

*Girls.*—The propositions were, in general, very well done; but only a few of the best candidates displayed facility in dealing with exercises, though one candidate got full marks on the paper.

### MIDDLE GRADE (HONOUR).

*Boys.*—On the whole, the answering was rather disappointing. The bookwork was written out fairly well; but not nearly as well as in the Senior Grade. This is, no doubt, due to the fact that the sixth book of Euclid is more difficult than the eleventh. The most noticeable fault was the frequent misunderstanding

of compound ratios. There seemed to be a common belief that the ratio of the products of corresponding terms of two ratios is, without any explanation, a fair representation of the ratio compounded of the two; and this notation was actually used in proving Euclid VI., 23, it being ignored that on the establishment of the proposition rests the justification of the notation. The same confusion of thought led several to prove that similar triangles are to one another as the squares on their homologous sides, under the impression that they were proving Euclid VI., 19. The subject is a difficult one, and requires careful teaching.

The easier exercises were done by many, but only a few did the more difficult ones.

*Girls.*—The quality of the bookwork was much the same as that of the boys.

#### MIDDLE GRADE (PASS).

*Boys.*—The answering on the bookwork was, on the whole, very creditable. Very few—not more than ten or twelve—answered correctly the second part of Question 1, viz.:—

two triangles ABC, PQR are such that  $AB = PQ$ ,  $BC = QR$ ,  $CA = RP$ . Prove that the angles A, B, C are equal respectively to the angles P, Q, R.

The first triangle is drawn on a smooth table, and the second on a sheet of glass which lies on the table. Discuss whether it is always possible, by sliding the glass on the table, to make one triangle lie exactly over the other.

About half the candidates regarded it as a question in Optics, and one referred to the unequal expansions of wood and of glass due to change of temperature.

*Girls.*—The bookwork was, in most cases, well done; but several candidates misread the questions, so that, for example, the seventh proposition of Book III. would be given where the fifteenth was asked for. Of the bookwork questions the first, given above, was that which presented most difficulty; only one correct answer was given to the second part of the question.

Though the number of candidates was more than a hundred, only four good solutions of exercises were given.

Many attempted the exercises, but most of the attempts showed an entire inability to understand what the questions meant.

It is hard to believe that there is any real value in the sort of study of Geometry that leads to results like these. It would doubtless be an unpopular measure, and yet the facts seem to indicate that it is a necessary one, to compel students and teachers to cultivate more originality of thought, by making it impossible to pass on mere memorised bookwork, and by including in the pass papers a larger selection of the very easiest type of exercises.

JUNIOR GRADE (HONOUR).

*Boys.*—Mistakes in drawing a diagram from a given description were common; thus there was confusion between "CA produced" and "AC produced," and in a square ABCD was drawn as ABDC.

With the exception of a small number of candidates who ought not to have tried the honour paper, there was evidence of considerable practice in geometrical exercises; but a large proportion of diagrams were badly drawn, of microscopic dimensions, and badly lettered, and, of course, these faults increased the difficulty of solution. There were many who displayed their belief that a circle may be described through any four arbitrarily assigned points.

*Girls.*—The standard of answering was very low. Those propositions that were set in their usual form were answered by practically all the candidates; but even slight variations of the ordinary statement puzzled the majority. The candidates do not appear to have had sufficient practice in doing geometrical exercises.

JUNIOR GRADE (PASS).

*Boys.*—There was considerable evidence that many wrote out the propositions from memory, without understanding them. This was specially shown by the giving of correct proofs after the constructions had been given incorrectly; it was seen in the many cases of answering questions by giving irrelevant propositions. Many thought it safer to write out a whole proposition where only a part was asked for; this may be regarded as an additional evidence of mere memory work.

An excessive wordiness in the writing out of propositions; carelessly drawn and almost unintelligible diagrams; proofs given that would have been right if applied to the diagrams and letters usual in the text-books, but had no reference whatever to the diagrams actually drawn: such faults as these were noted by the examiners.

The frequent omission of references may also be noted. Such omission is not to be regretted, as the time spent in memorising the numbers of propositions might in many cases be much better employed in trying to understand them. A student deserves full credit for an argument which is clearly based on a previous proposition, though the number be not quoted.

The great majority of the candidates did not attempt the exercises, or got no further than to make hopelessly bad figures. In fact, only about six per cent. of the candidates obtained marks for exercises; on the other hand one candidate solved them all.

*Girls.*—A large number of candidates were hopelessly unprepared; in fact, 21 per cent. got less than fifty marks out of the 400 obtainable on the paper, and many got no marks at all. On the other hand several gave correct answers to the first four questions, and seemed to be either finishing the fifth or beginning the sixth when time was called. Comparatively

few had finished more than seven out of the first eight questions within the three hours. It would appear, therefore, that slow writing and a cumbersome style were a frequent cause of failure. Almost all the candidates thought it necessary to copy out the question asked, to give a long "particular enunciation," and a long "conclusion" in words.

The candidates who failed to obtain fifty marks being left out of account, the bookwork questions were answered very well, and the figures neatly drawn. In doing the propositions of the second book those who used a symbolical notation for squares, rectangles, &c., instead of words, had a noticeable advantage.

When seriously attempted the exercises were excellently done; but the attempts were few. In fact, 270 candidates produced altogether nine solutions of exercises.

#### PREPARATORY GRADE.

*Boys and Girls.*—The answering did not, on the whole, attain a high level. There were comparatively few really excellent papers, and a large number of those who presented themselves stood no chance whatever of passing.

In many instances marks were lost through carelessness in reading the questions. Thus, Euclid I., 47, was often given instead of I., 48, and various propositions of the second book were given instead of II., 3. There was considerable want of accuracy in the definitions of a circle. It was, however, the aim of the examiners to be very lenient towards slight faults, especially mere formal faults, and to forgive almost anything to a student who showed that he really understood the main ideas of a proposition or definition.

Unfortunately, there was ample evidence that the practice of learning bookwork by heart still prevails. When a school-boy of thirteen or fourteen understands a subject his answers are usually delightfully brief; he goes straight to the central idea, and forgets most of the less important details. But when such a student is found, as many of the candidates were, adopting a verbose and obscure style, and floundering in a maze of words, it is quite clear that he is exercising his memory, not his understanding. Within reasonable limits it is safe to say that, in the case of young students, the value of an answer is inversely as its length, and that good teaching tends to show itself in a clear and concise style.

No teacher of Mathematics who is qualified for his occupation needs to be reminded that in the teaching of Geometry understanding is of infinitely more importance than memory. And so the persistence, year after year, of this memorised and undigested bookwork, suggests that many of our students, are victims of teaching, that, to say the least, is unsatisfactory.

J. G. LEATHAM.

#### ALGEBRA.

##### SENIOR GRADE.—(PASS AND HONOURS.)

In the pass papers of this Grade the answering, both of the boys and the girls, was, on the whole, extremely good. Fourteen

of the boys obtained full marks, and several others nearly full marks, while there were very few really poor papers. The problems were thought out intelligently, and the various equations were, as a rule, correctly worked. Perhaps the greatest difficulty was experienced with question 8, in which many, after putting the equation in the form  $\frac{a-x}{x a} = \frac{x-a}{(a+b)(x+b)}$ ,

failed to notice that  $a-x$  is a factor of both sides, the consequence being that they involved themselves in unnecessarily long work. The questions on progressions and the manipulation of surds were dealt with satisfactorily by the majority of the candidates. The boys in particular seemed to find the paper well within their powers, as nearly 90 per cent. of them passed.

In the Honour papers of both boys and girls, the answering was highly satisfactory. The majority of the candidates were well prepared in the extensive course of Algebra now included in the Honour programme of this Grade. Among the boys are many most promising students of Algebra, who have evidently given much time and thought to the preparation of the work, and have had the advantage of good teaching. The questions involving book-work (as, for example, those on the exponential theorem and logarithmic series) were well answered; as were also those which involved an elementary knowledge of determinants.

#### MIDDLE GRADE. (PASS AND HONOURS).

Several candidates were awarded full marks, and the number who failed was small. The result of this examination on the whole was very satisfactory. The answering of the boys on the Honour papers was most satisfactory, 142 obtaining Honours out of a total of 242 examined; while of 39 girls examined only 11 obtained Honours.

In regard to some questions it may be useful to state that many of the ablest among the candidates lost marks through failure to make their answers full enough, the practice being not uncommon of writing down certain steps without reason or explanation. To the questions dealing with the theory of the quadratic, very many good answers were received, showing that this subject presents no difficulty to Middle Grade Students. The questions also in progressions were well answered by the majority of candidates.

#### JUNIOR GRADE (PASS AND HONOURS).

On the whole the Preparatory paper was much better answered than the Junior Grade paper — better as to general neatness, and particularly as to accuracy. Only a comparatively few candidates gave such definitions as were asked for, and it was very evident that many had learnt them by rote without understanding them. A most common mistake was to regard the product  $abc$  when  $c$  is zero as being equal to  $ab$  instead of zero. Cancelling operations were often performed in a way that was scarcely intelligible. It might

be well to suggest that in future when answering such questions a list of the factor theorems employed should be distinctly written out. The old mistake of putting a fraction = 0 when numerator and denominator cancelled was common. Referring to the questions dealing with the solution of equations, students in general neglected to verify their answers by substitution in the given equations, a practice which often with very little labour enables the student to test the correctness of his solution.

The Honour papers of the boys were fairly satisfactory, while the answering of the girls was much inferior. Many of the girls who presented themselves were quite unfit to compete for Honours, and should not have been allowed by their teachers to do so. Of those who failed, most would probably have passed had they been content to take the Pass paper; many of them showed neatness and accuracy in the elementary operations of algebra, while totally devoid of the knowledge and skill sufficient to entitle them to rank in the Honour lists.

#### PREPARATORY GRADE.

From all the Examiners most favourable reports have been received, many of the candidates having obtained full marks. It was extraordinary to see how even the best candidates, who answered the most difficult questions with perfect accuracy and neatness of method, made slips in finding the numerical value of  $5a^2 - ab + 17bc - b^2$ , when  $a = 2$ ,  $b = -1$ ,  $c = 0$ . The commonest mistake was saying that— $(-1)^2 = 1$ , the next commonest that  $17bc = -17$ . Another mistake made by a great many candidates was this—*eg.*, having proved that a certain expression reduced to a fraction with numerator and denominator equal, they concluded by saying that the value of the expression was therefore zero. This is a very curious mistake, but often met with in the answer books. As mistakes exactly similar to these prevail largely in the answers to the Junior Grade Pass paper also, it appears especially necessary to direct the attention of students and teachers to them.

On the whole, the result of the examination in this Grade was most satisfactory, and justifies the conclusion that elementary algebra is very well taught in a great many Irish schools.

#### ARITHMETIC.

##### MIDDLE GRADE.

The answering of both Pass and Honour candidates appears to have been most satisfactory. The answer books were, as a rule, neatly written, a matter which is evidently at length receiving more attention in the schools than was formerly the case.

On a review of the answering in Arithmetic in the three grades, the conclusion is fully justified that this subject has been well taught and carefully studied during the year. The questions in scales of notation (a subject now introduced for the first time) on the Honour papers, appear to have been well answered by many candidates. These papers contained several

sufficiently difficult questions in Arithmetic; and the high proportion of candidates who reached the Honour standard in both grades is a proof of the care given to the study of this subject, and the efficiency of the teaching, in Irish schools.

#### JUNIOR GRADE.

The answering was on the whole satisfactory, but the examiners cannot commend the methods commonly employed in working one or two of the questions. For instance, a very considerable number of candidates began the first question on this paper—multiplication and division of money—by reducing the money to farthings, afterwards reconverting the answers to £ s. d. The question on the metric system was seldom correctly worked, and very often avoided altogether; and in the last question, which involved the extraction of a cube root, only one candidate in 1,739 used the method of factors, though the question was eminently suitable for that method.

In reference to the answering on the Honour paper, the results were very encouraging, though a large number of the candidates failed to obtain the percentage necessary for a Pass.

#### PREPARATORY GRADE.

The answering of the boys has been 'very satisfactory,' and there is a great improvement compared with former years in the style of answering and the neatness of the work. The seventh question—Express the following five quantities in metres and decimals of a metre, and add altogether:—(1) four kilometres thirty metres; (2) five kilometres twenty-seven metres eight centimetres; (3) nine hundred and twenty-eight metres forty-three centimetres five millimetres; (4) nine metres forty-five centimetres; and (5) five metres thirty-five millimetres—on the examination paper, appears to have presented most difficulty to the candidates owing to their insufficient knowledge of the principles of the metrical system of measurement. In connection with the last question—Find the value of a beam of timber whose length is 20 feet, breadth 2 feet 6 inches, and thickness 1 foot 6 inches, at 1s. 4½d. per cubic foot—on the paper many candidates, especially girls, found the area of the surface of the beam, and were apparently unable to distinguish square from cubic measure. It is right to direct especial attention to this point, for the prevalence of such mistakes shows the necessity of teachers impressing on their pupils at this early stage the importance of clear ideas on the subject of units and measurement, and the distinctions between different kinds of measurable quantities.

A. W. PANTON.

#### BOOK-KEEPING.

##### MIDDLE GRADE.—(BOYS AND GIRLS.)

The number of students sending in answer books on this occasion was less than one-half of those examined in the preceding year. Allowing for the higher proportion of marks now

required for a pass, the percentage of failures exceeds that for 1901.

The candidates were fairly acquainted with the subject generally, but a number were deficient in their answers to the question dealing with the proper form of a bill of exchange.

The handwriting and execution were, in most cases, good.

#### JUNIOR GRADE.—(BOYS AND GIRLS.)

Among the boys on this occasion, allowing for the higher proportion of marks now required for a pass, the percentage of failures was less than in the preceding year. The girls did not do so well.

The work was fairly well executed, and the students, generally, exhibited a practical acquaintance with the subject, the errors made being mainly due to want of thought.

Attention must again be drawn to the number of instances in which candidates omitted to insert dates when posting entries into the ledger.

#### SHORTHAND.

It is pleasant to be able to report that the experiment of the dictation test has proved successful. The Centre Superintendents appear, as a rule, to have understood and carefully carried out the instructions given to them, and to have read at the required rates. The novelty in the examination in shorthand for this year was the introduction of this dictation test, which, according to the evidence of the witnesses at the Commission of 1899, was the best test of competency.

In addition to the dictation, one additional paper was prescribed this year for the Junior and Middle Grades, and two for the Senior Grade. In many cases the entire of the paper was transcribed, and the candidates showed a highly creditable knowledge of spelling and punctuation, good handwriting, and attention to neatness of execution.

#### MUSIC.

There was much waste of time, by some of the students, in writing long statements upon matters which had little or no bearing on the question supposed to be thus answered. Others, when asked to write a given scale, would write three or four in different keys or modes, in this way depriving themselves of valuable time which they required in the answering of more important and difficult questions.

The following reports were received from the examiners selected by the Department of Agriculture and Technical Instruction, dealing with the character of the answering in the subjects which the Board have entrusted to the Department.

#### EXPERIMENTAL SCIENCE.

The papers in each Grade showed that much valuable work had been done, and much intelligence was manifested.



It may be pointed out that in some cases candidates attempted the whole of the questions on the paper. The instructions were quite clear that only six questions were to be attempted. It is advisable that teachers should warn candidates that no possible advantage can accrue from attempting more than the number specified in the instructions.

#### JUNIOR GRADE.

Question 1.—What do you understand by (a) a yard, (b) a gram? Describe how you would proceed to measure accurately the circumference of a penny piece.

The first part of this question was in general badly answered. In many cases candidates contented themselves by stating that a yard was 36 inches. It is much to be desired that students commencing the study of Physical Science should be quite clear as to the nature of the standards used in their work. The importance of taking the mean of several measurements of length was not appreciated.

Question 5.—Distinguish between "mass" and "weight." Explain how you would find, by experiment, the weight of a cubic metre of the air in a room.

Too many answers showed that the writers had not performed the experiment referred to. In such cases descriptions are seldom satisfactory, and such blunders as "take a flask to hold a cubic metre of air" occur. A rather common error was this: a flask containing a little water was weighed and the water then boiled; the flask was closed and again weighed. It was assumed that the weight of the air expelled could be obtained accurately by subtracting the latter weight from the former.

Question 8.—Having filled a thermometer, how would you proceed to graduate it so as to enable you to use it for measuring temperatures?

In a number of cases candidates stated that to obtain the freezing point of water the thermometer should be put into a "freezing mixture." Spelling leaves something to be desired. The misspelling of technical terms and badly-drawn diagrams suggest that the Blackboard has not been sufficiently used. Such errors as "Foreignheight" for "Fahrenheit" are by no means uncommon, and constitute a serious reproach against the teaching.

Question 10.—Describe a method of measuring the coefficient of linear expansion of a metal bar.

Candidates from certain centres gave excellent answers, and ingenious methods of determining the co-efficient of linear expansion were described. In other cases the experiment had not been performed by the candidates who pointed out that the rod should be heated by a Bunsen flame.

#### MIDDLE GRADE.

Question 1.—Explain how you would determine the volume of the cavity in a piece of glass tubing closed at both ends, the

specific gravity of glass being known. 2. You are required to find the average diameter of a glass tube of narrow bore. State precisely how you would proceed to do this.

Question 2.—Some candidates proposed to fill the bore of the tube with water, and then measure the volume of the water by a burette.

In both No. 1 and No. 2 many answers showed that pupils had not been taught that the balance is by far the most accurate measuring instrument which is ordinarily available for determining volumes.

Question 4.—Water is allowed to ascend, drop by drop, to the surface of the mercury in a barometer tube. Describe what happens. What differences will be noted if ether is used?

In many cases the candidates showed a want of clear apprehension of the fact that the descent of the mercury column in a barometer tube, when drops of water or of ether are allowed to ascend to the surface, is primarily due to the pressure of the vapour of the liquid, and not to the weight of the liquid drops.

Question 5.—A pendulum 62.8 cms. long is found to make 128 vibrations in a certain time. Find the length of a pendulum which would, at the same place and in an equal time, make 92 vibrations. What would be the effect on the observed number of vibrations if the weight at the end of the pendulum had been made twice as great, care being taken to keep the length of the pendulum unaltered?

If candidates had proved for themselves, by counting and measuring, that for a simple pendulum,  $\text{length} \times (\text{No. of vibrations per minute})^2$  is constant, and that changing the weight of the "bob" does not by itself alter the number of vibrations in a minute, there would not have been so many incorrect versions here.

There was a tendency in this question to use an excessive number of decimals in the work.

Question 6.—What is meant by the moment of a force about a point? Show how to ascertain the weight of a uniform wooden lath, using it as a lever, a single known weight being supplied to you.

Definitions given for the moment of a force about a point frequently omitted to state that the distance is to be measured in a direction perpendicular to the line of action of the force.

In several cases the term "fulcrum" was used as if it were equivalent to the term "centre of gravity."

Question 9.—Describe fully how you would determine the melting point of paraffin wax.

Nearly every candidate who proposed to find the melting point by use of a capillary tube, omitted to state that the lower end of the tube must be closed by fusion of the glass. They did not observe that leaving the lower end open would render impossible the repetition of the observations which is necessary to secure a trustworthy result.

Question 10.—(2nd part.) Distinguish between the different ways in which heat can be transmitted from one place to

another. Give an account of how you would compare the radiating power of different surfaces.

The nature of the answers in many cases showed a want of personal experimental acquaintance with the simple method of comparison of radiating powers by finding the curves of cooling for the same quantity of liquid—mercury, for instance—contained in a test tube whose surface is successively coated with different substances.

#### HONOURS.—SENIOR GRADE.

There was a general tendency throughout the answers to the use of an excessive and laborious number of decimals.

Question 6.—This question was an investigation of the relation between two physical quantities, A. and B., a series of corresponding values of these quantities being given.

Accurately worked by a few candidates. It might save some confusion if, in place of waiting until all the points were obtained before drawing the graph, each three or four points, when found, were joined by a lightly-sketched pencil line, so as to ensure that consecutive points were joined consecutively.

(Signed), { GEO. FLETCHER,  
J. A. M'CLELLAND,  
JOHN BUCHANAN.

#### DRAWING WITH EXPERIMENTAL SCIENCE.

##### SENIOR GRADE.

Most of the candidates tried to do too much in the given time, apparently being little influenced by the direction at the top of the paper which says:—"After carefully setting out the structural lines of the figure, carry your drawing to completion as far as possible in clear outline." The setting out of the example was, on the whole good, but the general proportions in many of the drawings were weak, and the finished lines were poor in most cases, being what are known as painted lines instead of being direct and clear.

##### MIDDLE GRADE.

The Middle Grade examination in Freehand is decidedly satisfactory; the character and peculiarity of the example has been well observed. The fact that it was not absolutely symmetrical has been appreciated; and there are few drawings which show disregard of the instructions as to increase in size. The drawing which has been awarded the maximum number of marks is quite remarkable for its excellence. Several others have received very high marks. Out of a total of 281 papers examined, 225 receive over 50 per cent. This fact speaks well for the satisfactory character of the drawings.

## JUNIOR GRADE.

The copy appears to have presented no very serious difficulty. The examiners feel that the candidates appreciated and understood the piece of ornament set before them, and took a certain amount of pleasure in copying it.

A good many, however, went astray in the general proportion and spacing of the forms, and too little attention was paid to the grouping or massing of the three leaves in the example given.

In a few instances candidates have made drawings the same size as the copy; apparently they could not bring themselves to enlarge them.

The line, on the whole, is good, and altogether a high standard of work has been reached.

The above remarks apply equally to boys and girls; the greater number of pupils were, however, girls.

JAMES BRENNAN.

PATRICK O'SULLIVAN.

R. A. DAWSON.

## DRAWING (AS A SEPARATE SUBJECT).

## SENIOR GRADE.

## A. IV. DESIGN.—GIRLS AND BOYS.

On the whole the girls are distinctly better than the boys. Only one boy reached the general average of the girls' work. Several of the girls' designs are exceedingly good. In some cases there is no evidence of preliminary planning and arranging. In two or three instances the forms given are copied exactly, and, though very well drawn, there is no effort to arrange or adapt them to suit the given space. This, of course, is only freehand copying and not design. In a few instances also the principle of growth is violated; in using natural detail the observance of this principle cannot be too strongly insisted on.

## SOLID GEOMETRY.—BOYS AND GIRLS.

Only two girls show a good knowledge of the subject, the others fall far short of these, and can hardly be considered even fair.

Only one boy can be considered fairly good; the rest were very weak.

The majority of the pupils did not seem to be able to discriminate between simple and difficult problems, the latter were often attempted, while the former were omitted; this, together with weakness of construction, shows want of sound teaching.

MIDDLE GRADE.

B. II.—SOLID GEOMETRY.—GIRLS AND BOYS.

In the opinion of the Examiners the result of this examination is very poor, the greater number of candidates having received a low percentage of marks. The Examiners are pleased to note that one girl obtained the maximum number of marks for every question.

On the whole the papers from the girls are better than those from the boys. In the former there appears to be more genuine effort to work the problem. Many of the boys appear to be utterly careless as to the result. A few, however, have obtained a reasonable percentage of marks, one candidate, coming very near the maximum. Apparently some candidates have not grasped the simplest notion of finding the elevation of a point from its plan; and the method of indicating a section neatly by parallel lines is not understood.

SHADING FROM THE CAST.—BOYS AND GIRLS.

The work, as a whole, can only be considered fair, but one drawing done by a girl is of exceptional merit. Most of the candidates attempted too much in the time allowed, and some were presented who evidently had little or no practice in shading previous to the examination.

JUNIOR GRADE GEOMETRICAL DRAWING.

The work in this section cannot be considered satisfactory. There was a great want of neatness and accuracy. Moreover, the pupils do not seem to understand the *definitions*. It is noteworthy that out of the 824 papers examined, only one showed that the pupil understood that there was any difference between the *diameter* and the *diagonal* of a hexagon. Unfortunately the one who did realise the difference, was unable to make proper use of the knowledge.

Very few understood the correct construction of a scale, and fewer still knew how to figure it.

OUTLINE FROM THE CAST (BOYS AND GIRLS.)

The drawing, on the whole, is fairly satisfactory. The two most noticeable faults are:—a want of knowledge of the construction of a piece of ornament, and disregard of the instructions given as to what the student was required to do in the examination. In the first case, the want of the necessary knowledge resulted in the fact that the proper proportions of the various parts were not obtained, and no matter how good the line may be, without the proper sense of proportion existing throughout the work, the results cannot be satisfactory. When a piece of ornament enclosed in a panel is given, the outline of the panel

is often a help in setting out the ornament within. This fact has been overlooked in a great number of cases, and bad proportion can be attributed to it.

In the second case, the instructions were that the drawing was to be larger than the cast, and yet, in many instances, it was made much smaller.

#### PREPARATORY GRADE.

The work, on the whole, was satisfactory. In Freehand poor methods of setting out were common, many candidates began with details, and others completed one side before beginning the other. Wrong proportions almost necessarily followed.

The elementary exercises in composition showed good promise. The chief faults were the smallness of the units employed in many cases, and the method of rubbing on coloured crayon. It is advisable to use larger units, and where coloured crayon is employed to apply it in parallel lines.

JAMES BRENNAN.  
PATRICK O'SULLIVAN.  
R. A. DAWSON.

TABLE L.—Showing the Number of Students who presented themselves for Examination in the last ten years, respectively.

YEAR,	PREPARATORY GRADE.									
	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Boys, . . .	1,773	2,139	2,565	2,878	2,427	2,420	1,471	1,378	1,433	2,220
Girls, . . .	492	523	619	684	714	744	460	378	493	809
Total, . . .	2,265	2,662	3,184	3,562	3,141	3,164	1,937	1,756	1,926	3,029

  

YEAR,	JUNIOR GRADE.									
	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Boys, . . .	2,607	2,721	2,982	3,078	3,179	3,207	3,158	3,081	3,119	2,744
Girls, . . .	857	972	1,011	1,037	1,090	1,180	1,119	1,148	1,181	1,009
Total, . . .	3,464	3,693	3,993	4,115	4,269	4,387	4,277	4,229	4,300	3,753

TABLE I.—Showing the Number of Students who presented themselves for Examination in the last ten years, respectively—*continued*.

		MIDDLE GRADE.									
YEAR,		1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Boys, . . . . .		576	704	673	703	748	797	729	845	861	798
Girls, . . . . .		266	267	310	328	250	312	310	317	411	366
Total, . . . . .		644	971	983	1,031	1,004	1,109	1,039	1,162	1,272	1,164

		SENIOR GRADE.									
YEAR,		1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Boys, . . . . .		249	292	307	339	367	281	656	309	416	329
Girls, . . . . .		92	103	115	149	156	123	147	156	201	127
Total, . . . . .		341	395	422	488	523	404	803	465	617	456

		TOTAL.									
YEAR,		1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Boys, . . . . .		5,264	5,816	6,387	6,563	6,661	6,795	5,724	5,511	5,629	6,087
Girls, . . . . .		1,709	1,866	2,056	2,296	2,216	2,368	2,042	1,997	2,288	2,392
Gross Total, . . . . .		6,974	7,682	8,443	8,859	8,877	9,163	7,766	7,508	7,917	8,479

TABLE II.—Showing the Days and Hours at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1902.

Day.	FOREIGNER GROUP.		JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Tuesday, 17th June.	Greek, (Interval) Dewdney (as a separate subject)	10-12 12-3 3-5	Greek, (Interval) Theory of Music.	10-1 1-3 3-5	Greek, (Interval) Theory of Music.	10-1 1-3 3-5	Greek, (Interval) Theory of Music.	10-1 1-3 3-5
Wednesday, 18th June.	Latin, (Interval) Arithmetic.	10-12 2-3 3-5	Latin, (Interval) Arithmetic.	10-1 1-3 3-5	Latin, (Interval) Arithmetic.	10-1 1-3 3-5	Latin, (Interval) Trigonometry.	10-1 1-3 3-5
Thursday, 19th June.	Geometry, (Interval) English Composition.	10-12 12-3 3-5	Geometry, (Interval) English Composition.	10-1 1-3 3-5	Geometry, (Interval) English Composition.	10-1 1-3 3-5	Geometry, (Interval) English Composition.	10-1 1-3 3-5
Friday, 20th June.	Algebra, (Interval) English.	10-12 12-3 3-5	Algebra, (Interval) English.	10-1 1-3 3-5	Algebra, (Interval) English.	10-1 1-3 3-5	Algebra, (Interval) English.	10-1 1-3 3-5
Saturday, 21st June.	Irish, . . . . .	10-12	Irish, . . . . .	10-1	Irish, (Interval) Domestic Economy.	10-1 1-3 3-5	Irish, (Interval) Domestic Economy.	10-1 1-3 3-5
Sunday, 22nd June.	French, (Interval) Italian.	10-12 12-3 3-5	French, (Interval) Italian.	10-1 1-3 3-5	French, (Interval) Italian.	10-1 1-3 3-5	French, (Interval) Italian.	10-1 1-3 3-5



TABLE II.—Showing the Date and Hours at which Examinations in the several subjects of the Programme were held in 1902.—*con.*

Day.	Forenoon Exam.		Afternoon Exam.		Evening Exam.		Night Exam.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Thursday, 24th June.	German, Spanish, (Interval)	10-12 12-3 3-5	German, Spanish, (Interval)	10-1 1-3 3-5	German, (Interval) Spanish, (Interval) Chemistry, . . .	10-1 1-3 3-5	German, (Interval) Spanish, (Interval) Chemistry, . . .	10-1 1-3 3-5
Wednesday, 25th June.			Experimental Science and Drawing, (Interval) Book-keeping, . . .	10-12 12-1 1-5 5-6	Experimental Science and Drawing, (Interval) Book-keeping, . . .	10-12 12-1 1-5 5-6	Experimental Science and Drawing, . . .	10-12 12-1
Thursday, 26th June.			No Examination.		No Examination.		No Examination.	
Friday, 27th June.			No Examination.		No Examination.		No Examination.	
Saturday, 28th June.			Drawing (as a separate subject), (Interval) Book-keeping, . . .	10-11.30 11.30-1 1-5 5-6.30	Drawing (as a separate subject), (Interval) Book-keeping, . . .	10-11.30 11.30-1 1-5 5-6.30	Drawing (as a separate subject), (Interval) Book-keeping, . . .	10-11.30 11.30-1 1-5 5-6.30
Monday, 30th June.					Drawing, Practical Chemistry, (Interval) Physics, (Interval) Natural Philosophy, Botany, . . .	10-11.30 11.30-12 12-1.30 1.30-5 5-6	Drawing, Practical Chemistry, and Preparation of Colours, Resins, and Glazes, Optics, (Interval) Natural Philosophy, Botany, . . .	10-11.30 11.30-12 1.30-5 5-6

TABLE III.—Showing the number of Students who passed the Examination.

	PREPARATORY GRADE.			JUNIOR GRADE.			MIDDLE GRADE.			SENIOR GRADE.			TOTAL.		
	No. admitted.	Passed.	Proportion per cent. of Passed.	No. admitted.	Passed.	Proportion per cent. of Passed.	No. admitted.	Passed.	Proportion per cent. of Passed.	No. admitted.	Passed.	Proportion per cent. of Passed.	No. admitted.	Passed.	Proportion per cent. of Passed.
Boys . . . . .	1,200	1,102	91.8	1,246	1,040	83.5	794	681	85.8	428	371	86.7	3,668	3,194	87.1
Girls . . . . .	400	437	109.2	1,006	848	84.3	555	500	90.1	137	97	70.8	2,008	1,740	86.7
Grand Total . . .	1,600	1,540	96.2	2,252	1,888	83.8	1,349	1,181	87.5	565	468	82.8	5,675	4,934	87.0

TABLE IV.—Showing for each subject (1°) the number of students who passed with honours, (2°) the number who passed without honours, (3°) the number who failed, and (4°) the total number examined, also the proportion per cent. to those consisted of those who (3°) passed with honours, and (5°) who passed without honours.

**BOYS.**

Preparatory Grade.	SUBJECTS.													
	Greek.	Latin.	English Composition.	English.	Latin.	French.	German.	Italian.	Spanish.	Arabic.	Hebrew.	Algebra.	Euclid, Euclid and Trigonometry.	Drawing.
Passed . . . . .	82	49	1,384	793	694	1,464	43	.	.	1,764	1,069	1,069	1,069	474
Failed . . . . .	80	109	113	451	534	555	33	.	.	466	798	383	66	373
Total examined . .	162	158	1,497	1,244	1,228	2,019	76	.	.	2,230	1,867	1,452	1,135	847
Proportion per cent. who passed .	80.2	45.8	92.3	63.8	56.9	71.8	56.6	.	.	79.3	57.3	73.6	93.7	55.9

\* 35 honours papers were set for the Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed with honours, (2) the number who passed without honours, (3) the number who failed, and (4) the total number examined, also the proportion per cent. to those examined of those who (5) passed with honours, and (6) who passed without honours—continued.

## BOYS.

Junior Grade.	JUNIOR SUBJECTS.								JUNIOR SUBJECTS.									
	Book.	Latin.	English.	Irish.	French.	German.	Scandinavian.	Arithmetic and Algebra. <sup>a</sup>	Exponential, Mensures and Geometry.	English Composition.	Trigon.	Spanish.	Mathematics.	Book-keeping.	Algebra.	Theory of Truth.	Mechanics.	Drawing.
Passed with honours, . . . . .	10	100	201	220	200	10	100	100	100	—	—	—	—	—	—	—	—	—
“ without honours, . . . . .	100	100	1,000	100	1,000	10	1,000	100	1,000	1,000	100	100	1,000	100	1,000	100	100	100
Failed, . . . . .	100	100	100	100	100	10	100	10	10	100	100	100	100	100	100	100	100	100
Total examined, . . . . .	100	1,000	1,000	100	1,000	10	1,000	100	1,000	1,000	100	100	1,000	100	1,000	100	100	100
Proportion per cent. who passed with honours, . . .	10.0	10.0	20.1	22.0	20.0	1.0	10.0	10.0	10.0	—	—	—	—	—	—	—	—	—
“ “ without honours, . . . . .	100.0	10.0	71.9	78.0	80.0	9.0	90.0	90.0	90.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total per-centages passed, . . . . .	110.0	20.0	92.0	100.0	100.0	10.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

<sup>a</sup> Figures papers only.

TABLE IV.—Showing for each subject (1) the number of students who passed with honours, (2) the number who passed without honours, (3) the number who failed, and (4) the total number examined, also the proportion per cent. to those examined of those who (1) passed with honours, and (2) who passed without honours—continued

BOYS.

Middle Grade.	HONOURS EXAMINERS.									PASS EXAMINERS.							
	Class.	Latin.	English.	Maths.	French.	German.	Geography.	Algebra and Arithmetic.	Beginning Latin, Spanish and Portuguese.	English Propositions.	Reading.	Spelling.	Arithmetic.	Book-keeping.	Algebra.	Theory of Fractions.	Statistics.
Passed with honours, . . . . .	26	30	40	42	32	35	71	55	36	15	0	0	0	0	0	0	0
„ without honours, . . . . .	20	35	50	30	50	30	30	30	30	15	0	0	0	0	0	0	0
Failed, . . . . .	10	15	10	0	18	0	0	0	0	0	0	0	0	0	0	0	0
Total examined, . . . . .	56	80	100	72	100	65	100	85	66	30	0	0	0	0	0	0	0
Proportion per cent. who passed with honours, . . . . .	46.4	37.5	40.0	58.3	32.0	53.8	71.0	64.7	54.5	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
„ „ without honours, . . . . .	35.7	43.8	50.0	41.7	50.0	46.2	30.0	35.3	45.5	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total per centage passed, . . . . .	82.1	81.3	90.0	100.0	82.0	100.0	101.0	100.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

\* Examiners' report only.

TABLE IV.—Showing for each subject (1) the number of students who passed with honours, (2) the number who passed without honours, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (1) passed with honours, and (2) who passed without honours—continued.

## BOYS.

Senior Grade.	BASIC SUBJECTS.									PLAT SUBJECTS.						
	Grnd.	Latin	English	Irish	French	German	Algebra	Geometry and Trigonometry	Experimental Science and Drawing	English Composition	History	Geology	Astronomy	Engineering	Theory of Machines	Book-keeping
Passed with honours, . . . . .	75	150	115	85	120	100	110	100	100	100	100	100	100	100	100	100
Passed without honours, . . . . .	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Failed, . . . . .	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total examined, . . . . .	275	350	315	285	320	300	310	300	300	300	300	300	300	300	300	300
Proportion per cent. who passed with honours, . . . . .	27%	43%	37%	30%	38%	33%	35%	33%	33%	33%	33%	33%	33%	33%	33%	33%
Do so, who, without honours, . . . . .	36%	29%	33%	35%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%
Total per-centages passed, . . . . .	63%	72%	70%	65%	71%	66%	68%	66%	66%	66%	66%	66%	66%	66%	66%	66%

\* Round figures only.

TABLE IV.—Showing for each subject (1) the number of students who passed with honours, (2) the number who passed without honours, (3) the number who failed, and (4) the total number examined; also the proportion per cent to those examined of those who (5) passed with honours, and (6) who passed without honours.—continued.

BOYS.

Total in all Grades.	HIGHER FORMS.										FIVE FORMS.											
	Quint.	Latin.	English.	Math.	French.	German.	Chemistry.	Arithmetic and Algebra. <sup>1</sup>	Algebra. <sup>2</sup>	Geometry and Trigonometry of	Experimental Science and Hygiene.	English Composition.	Latin.	Spanish.	Arithmetic.	Bookkeeping.	Algebra.	Geometry. <sup>2</sup>	Trigonometry. <sup>2</sup>	Theory of Weights.	Bookwork.	Exercises.
Passed with honours, . . . . .	33	33	34	17	35	35	35	35	35	33	33	33	33	33	33	33	33	33	33	33	33	33
" without honours, . . . . .	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105
Failed, . . . . .	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Total examined, . . . . .	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158	158
Percentage of those who passed with honours, . . . . .	20.9	20.9	21.5	10.8	22.2	22.2	22.2	22.2	22.2	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9
" without honours, . . . . .	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5
Total per-centage passed, . . . . .	87.4	87.4	88.0	77.3	88.7	88.7	88.7	88.7	88.7	87.4	87.4	87.4	87.4	87.4	87.4	87.4	87.4	87.4	87.4	87.4	87.4	87.4

<sup>1</sup> Higher Grade only.

<sup>2</sup> Elementary progress only.

TABLE IV.—Showing for each subject (1)\* the number of students who passed with honours, (2) the number who passed without honours, (3) the number who failed, and (4) the total number examined, also the proportion per cent. to those examined of those who (3) passed with honours, and (5) who passed without honours—continued.

## GIRLS.

Preparatory Grade.	* Pass Honours.													
	Greek.	Latin.	English Literature.	English.	Irish.	French.	German.	Italian.	Spanish.	Arabic.	Hebrew.	Algebra.	Elementary Science and Drawing.	Book-keeping.
Passed.	6	114	743	425	254	438	123	1	.	142	44	142	575	540
Failed.	.	44	26	140	40	164	48	.	.	168	137	52	17	41
Total examined.	6	158	769	565	294	602	171	1	.	310	181	194	592	581
Proportion per cent. who passed.	100	72.2	96.5	75.2	86.4	72.8	72.0	100	.	45.8	24	72.7	95.4	93

\* No literary papers were set in the Preparatory Grade.

TABLE IV.—Showing for each school (1) the number of students who passed with honours, (2) the number who passed without honours, (3) the number who failed, and (4) the total number examined, also the proportion per cent. to those consisted of those who (5) passed with honours, and (6) who passed without honours—continued.

# GIRLS.

Senior Grade.	HONOURS PURSUERS.								PASS WITHOUT.								
	Arith.	Latin.	English.	French.	German.	Geography.	Arithmetic & Algebra.*	Physiological Science (and Drawing)	English Composition.	Reading.	Spelling.	Orthography.	Book-keeping.	Algebra.	Theory of Music.	Shorthand.	Drawing.
Passed with honours.	1	2	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1
" without honours.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Failed.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total examined.	3	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3
Proportion per cent. who passed with honours.	33	50	33	50	50	33	33	33	33	33	33	33	33	33	33	33	33
"    "    " without honours.	33	25	33	25	25	33	33	33	33	33	33	33	33	33	33	33	33
Total per-centages passed.	66	75	66	75	75	66	66	66	66	66	66	66	66	66	66	66	66

\* Honours papers only.



TABLE IV.—Showing for each subject (1) the number of students who passed with honours, (2) the number who passed without honours, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with honours, and (6) who passed without honours—continued.

## GIRLS.

Subjects Examined.	Subjects Examined.									Pass Percentage.						
	French.	Latin.	English.	Greek.	Hebrew.	German.	Italian.	Portuguese and Spanish.	Arabic.	English Composition.	French.	Spanish.	Latin Prose.	Latin Verse.	Theory of Music.	Harmony.
Passed with honours, . . . . .	4	28	28	25	22	25	25	25	25	25	25	25	25	25	25	25
" without honours, . . . . .	5	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Failed, . . . . .	1	15	15	7	16	17	14	14	14	14	14	14	14	14	14	14
Total examined, . . . . .	10	65	65	54	60	64	61	61	61	61	61	61	61	61	61	61
Proportion per cent. who passed with honours, . . .	40	43	43	46	37	39	41	41	41	41	41	41	41	41	41	41
"    "    " without honours, . . . . .	50	34	34	41	37	34	36	36	36	36	36	36	36	36	36	36
Total percentage passed, . . . . .	90	77	77	87	74	73	77	77	77	77	77	77	77	77	77	77

\* Examinations only.





TABLE V.—Showing the number of Students to whom Exhibitions were awarded.

	Senior Grade,		Middle Grade,		Junior Grade,			Total.
	£50.	£40.	£30.	£25.	£20.	£15.	£10.	
Boys, . . .	15	18	24	24	30	41	42	189
Girls, . . .	9	7	9	10	6	11	8	60
Gross Total, .	24	20	33	34	36	52	50	249

TABLE VI.—Showing the Sub-divisions of Exhibitions between the different Groups.

	Classical Group.		Modern Literary Group.		Science Group.		Total.		Total Boys and Girls.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
SENIOR GRADE.									
£50 Exhibitions, .	7	2	4	7	4	—	15	9	24
£40 Exhibitions, .	5	1	5	5	3	1	13	7	20
MIDDLE GRADE.									
£30 Exhibitions, .	7	1	12	6	5	2	24	9	33
£25 Exhibitions, .	8	—	10	8	6	2	24	10	34
JUNIOR GRADE.									
£20 Exhibitions, .	8	—	13	6	9	—	30	6	36
£15 Exhibitions, .	16	—	16	11	10	—	41	11	52
£10 Exhibitions, .	9	—	24	7	9	1	42	8	50
Total, .	59	4	84	50	46	6	189	60	249

TABLE VII.—Showing the number of Students to whom prizes in books were awarded. (Rule 47.)

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
<b>BOYS:—</b>				
Junior Grade, . . .	24	35	18	77
Middle „ . . .	26	22	19	67
Senior „ . . .	16	14	16	46
Total, . . .	66	71	53	190
<b>GIRLS:—</b>				
Junior Grade, . . .	6	8	4	18
Middle „ . . .	9	6	7	22
Senior „ . . .	14	7	4	25
Total, . . .	29	16	15	60
Gross Total, . . .	95	87	68	250

TABLE VIII.—Showing the number of Students to whom prizes (in books) for Composition were awarded. (Rule 48.)

	Greek.	Latin.	English.	Irish.	French.	German.	Italian.	Spanish.	Total
<b>BOYS:—</b>									
Middle Grade, £3, . . .	5	6	6	6	7	4	1	—	35
Senior „ £4, . . .	6	4	4	6	6	2	1	—	29
Total, . . .	11	10	10	12	13	6	2	—	64
<b>GIRLS:—</b>									
Middle Grade, £3, . . .	—	6	5	6	4	6	1	—	28
Senior „ £4, . . .	—	5	6	5	5	5	2	—	28
Total, . . .	—	11	11	11	9	11	3	—	56
Gross Total, . . .	11	21	21	23	22	17	5	—	120

TABLE IX.—Showing the number of Students to whom Bronze Medals were awarded. (Rule 43.)

	GRADE.			
	Senior.	Middle.	Junior.	Total.
<b>BOYS, . . .</b>	11	16	10	31
<b>GIRLS, . . .</b>	5	9	7	21
Total, . . .	16	19	17	52

TABLE X.—ACCOUNTS of the BOARD (original CAPITAL

	Securities.			Cash.		
	£	s.	d.	£	s.	d.
Balance on 1st January, 1902, . . . . .	1,015,269	11	8	—		
Transferred from Local Taxation (Capital) Account	83,901	15	7	—		
	1,099,171	7	3	—		
LOANS						
Advances to Managers of Schools . . . . .				1,635	0	0
INCOME						
RECEIPTS.	£	s.	d.	£	s.	d.
<i>In respect of the year 1901:—</i>						
Cash Balance as per Report of 1901, . . . . .	390	6	4			
Income Tax refunded, . . . . .	1,519	8	10			
Sales of Publications, . . . . .	123	8	7			
Refund of Locomotive Expenses, . . . . .	0	18	1			
„ Results Fees . . . . .	6	1	0	2,048	12	10
[Cr. Balance, 1901, £1,166 13s. 4d.]						
<i>In respect of the year 1902:—</i>						
Interest of Securities, . . . . .	29,677	17	10			
„ on Cash on deposit, . . . . .	569	18	4			
Examination Fees, . . . . .	1,106	8	10			
Sales of Publications, . . . . .	9	7	6			
Transferred from Local Taxation (Income) Account	21,447	8	8			
Share of Local Taxation Duties, 1901-1902	56,583	14	10	109,394	11	0
* [Cr. Balance 1902, £16,692 3s. 2d.]						
				£111,443	3	10

\* There is a net liability against this Balance estimated at £850.

Endowment) for the year ended 31st December, 1902.

ACCOUNT.

	Securities.	Cash.
	£ s. d.	£ s. d.
Balance on 31st December, 1902, . . . . .	1,090,171 7 3	—
£	1,090,171 7 3	—

ACCOUNT.

	£ s. d.
Balance on 31st December, 1902, . . . . .	1,635 0 0

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
<i>In respect of the year 1901 :—</i>		
<i>Administration—</i>		
Incidentals, . . . . .	282 19 2	
Printing and Stationery, . . . . .	155 4 10	
Cost of Audit, . . . . .	100 0 0	
Temporary Inspectors' Remuneration, . . . . .	190 1 0	
Do. Locomotive Expenses, . . . . .	44 3 3	
		772 8 3
<i>Examinations—</i>		
Printing and Stationery, . . . . .	90 2 7	
Petty Expenses, . . . . .	0 6 11	
Minor Prizes, . . . . .	2 0 0	
Results Fees, . . . . .	17 1 9	
		109 11 3
<i>In respect of the year 1902 :—</i>		
<i>Administration—</i>		
Permanent Salaries, . . . . .	3,221 2 0	
Temporary Inspectors' Remuneration, . . . . .	1,936 4 0	
Do. Locomotive Expenses, . . . . .	188 0 7	
Writers, . . . . .	632 0 7	
Rent, . . . . .	64 12 4	
Printing and Stationery, . . . . .	263 2 2	
Incidentals, . . . . .	528 12 6	
		6,833 14 2
<i>Examinations—</i>		
Examiners' Remuneration, . . . . .	4,120 5 6	
Do., Locomotive Expenses, . . . . .	58 12 4	
Do., Incidental and Petty Expenses, . . . . .	11 19 2	
Centre Superintendents' Remuneration, . . . . .	3,867 0 0	
Do., Locomotive Expenses, . . . . .	624 6 0	
Do., Incidental and Petty Expenses, . . . . .	370 4 0	
Hire of Rooms, . . . . .	294 14 6	
Printing and Stationery, . . . . .	1,538 9 7	
Petty Expenses, . . . . .	812 9 5	
Locomotive do., . . . . .	22 17 6	
		11,715 18 0
<i>Rewards—</i>		
Money Prizes and Exhibitions, 1902 (new Awards), . . . . .	5,840 0 0	
Retained Exhibitions of 1899, 1900, & 1901, . . . . .	4,980 0 0	
Preparatory Grade Prize Fund to Schools, . . . . .	1,572 0 0	
Medals and Minor Prizes, . . . . .	936 0 0	
		13,328 0 0
<i>School Grant, . . . . .</i>	—	57,513 4 5
<i>Advances to Managers of Schools, . . . . .</i>	—	1,635 0 0
<i>Miscellaneous—</i>		
Income Tax to be refunded, . . . . .	—	1,676 5 3
Balance, . . . . .	—	17,859 2 6
		111,443 3 10

TABLE XI.—Accounts of the Board (Local Taxation (Customs and Excise) Act) for the year ended 31st December, 1902.

## INVESTMENT ACCOUNT.

	Debit.	Credit.		Debit.	Credit.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Balance on 1st January, 1902, . . . . .	21,261 15 7	—	Transferred to General (Capital) Account of Board . . . . .	21,261 15 7	—

## INCOME ACCOUNT.

	£ s. d.		£ s. d.
Balance on 1st January, 1902, . . . . .	20,110 8 2	Results from the report of Year 1901 . . . . .	74 18 10
Interest of Securities, . . . . .	676 15 8	Transferred to General (Income) Account of Board, . . . . .	12,487 8 8
„ on Cash on Deposit, . . . . .	251 18 11		
	£ 21,038 8 8		£ 12,562 8 8





Given under our Common Seal  
this 29th day of June, 1903.



Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, }  
SWIFT PAINE JOHNSTON, } *Assistant Commissioners.*

NAMES OF THE COMMISSIONERS

OF

INTERMEDIATE EDUCATION (IRELAND).

---

The Right Hon. CHRISTOPHER PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland, Chairman.

The Right Hon. Mr. Justice MADDEN, M.A., LL.D., Vice-Chairman.

The Right Hon. O'CONOR DON, H.M.L., LL.D.

Rev. W. TODD MARTIN, D.D., D.LIT.

DAVID G. BARKLEY, Esq., LL.D.

His Grace The Most Rev. WILLIAM J. WALSH, D.D., Archbishop of Dublin.

SAMUEL DILL, Esq., M.A., LITT.D.

Rev. T. A. FINLAY, M.A., F.R.U.I.

Right Rev. GERALD MOLLOY, D.D., D.SC.

W. J. M. STARKIE, Esq., M.A., LITT.D.

Rev. J. P. MAHAFFY, D.D., MUS.D., S.F.T.C.D.

FRANCIS A. TARLETON, Esq., LL.D., D.SC., S.F.T.C.D.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, M.A., LL.D.

SWIFT PAINE JOHNSTON, M.A.

## APPENDIX I.

## Localities in which Examinations were held.

## BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh, . . . . .	3	Killarney, . . . . .	2
Athlone, . . . . .	2	Kilrush, . . . . .	1
Ballaghaderreen, . . . . .	1	Kingstown, . . . . .	1
Ballinasloe, . . . . .	1	Letterkenny, . . . . .	1
Ballymena, . . . . .	2	Limerick, . . . . .	7
Belfast, . . . . .	13	Lisburn, . . . . .	1
Birr, . . . . .	1	Lismore, . . . . .	1
Blackrock, . . . . .	4	Listowel, . . . . .	1
Callan, . . . . .	1	Londonderry, . . . . .	4
Carlow, . . . . .	2	Loughford, . . . . .	1
Carrick-on-Suir, . . . . .	1	Lurgan, . . . . .	1
Cashel, . . . . .	3	Mallow, . . . . .	1
Castleknock, . . . . .	3	Maryborough, . . . . .	1
Cavan, . . . . .	2	Midleton, . . . . .	1
Charleville, . . . . .	1	Mitchelstown, . . . . .	1
Clonsilla, . . . . .	1	Monaghan, . . . . .	2
Clongowes Wood College, . . . . .	3	Mount Bellew, . . . . .	1
Clonsilla, . . . . .	2	Mullingar, . . . . .	1
Clonsilla, . . . . .	1	Nass, . . . . .	1
Clontarf, . . . . .	1	Navan, . . . . .	1
Coleraine, . . . . .	1	Nenagh, . . . . .	2
Cork, . . . . .	11	Newbridge, . . . . .	1
Disgle, . . . . .	1	New Ross, . . . . .	1
Downside, . . . . .	1	Newry, . . . . .	2
Drogheda, . . . . .	2	Omagh, . . . . .	1
Dublin, . . . . .	25	Portarlington, . . . . .	1
Dundalk, . . . . .	3	Queensstown, . . . . .	1
Dungannon, . . . . .	2	Rathfriland, . . . . .	2
Dungarvan, . . . . .	1	Sligo, . . . . .	2
Emly, . . . . .	1	Terenure, . . . . .	1
Ennis, . . . . .	3	Thurles, . . . . .	1
Enniscorthy, . . . . .	1	Tipperary, . . . . .	1
Enniskillen, . . . . .	1	Trillick, . . . . .	2
Ennistymon, . . . . .	1	Tusm, . . . . .	2
Fermoy, . . . . .	3	Waterford, . . . . .	3
Galway, . . . . .	2	Westport, . . . . .	1
Gorey, . . . . .	1	Wexford, . . . . .	2
Kells, . . . . .	1	Youghal, . . . . .	1
Kilkenny, . . . . .	4		
		Total, . . . . .	171

## Localities in which Examinations were held—continued.

## GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh, . . . . .	1	Letterkenny, . . . . .	1
Balbriggan, . . . . .	1	Limavady, . . . . .	1
Ballymena, . . . . .	1	Limerick, . . . . .	3
Belfast, . . . . .	6	Lisburn, . . . . .	1
Blackrock, . . . . .	1	Londonderry, . . . . .	6
Bray, . . . . .	1	Maerook, . . . . .	1
Carrickmacross, . . . . .	1	Monaghan, . . . . .	2
Chapelizod, . . . . .	1	Mullingar, . . . . .	1
Cork, . . . . .	6	Navan, . . . . .	1
Dalkey, . . . . .	1	Newry, . . . . .	1
Dublin, . . . . .	13	Omagh, . . . . .	1
Dungannon, . . . . .	1	Portadown, . . . . .	1
Ennis, . . . . .	1	Rathfarnham, . . . . .	2
Enniscorthy, . . . . .	1	Rosecommon, . . . . .	1
Fermoy, . . . . .	1	Sligo, . . . . .	1
Galway, . . . . .	1	Tralee, . . . . .	1
Gorey, . . . . .	1	Waterford, . . . . .	1
Kilkeenny, . . . . .	2	Wexford, . . . . .	2
Killarney, . . . . .	1		
Kiltimagh, . . . . .	1	Total, . . . . .	70

## JOINT CENTRES—BOYS AND GIRLS.

Abbeyleix, . . . . .	1	Holywood, . . . . .	1
Athy, . . . . .	1	Longford, . . . . .	1
Ballymoney, . . . . .	1	Mountath, . . . . .	1
Bangor, . . . . .	1	Newbridge, . . . . .	1
Clonmel, . . . . .	1	Raphoe, . . . . .	1
Coleraine, . . . . .	1	Skibbereen, . . . . .	1
Cookstown, . . . . .	1	Tallow, . . . . .	1
Enniskillen, . . . . .	1	Total, . . . . .	15

# APPENDIX II.

## LIST OF SCHOOLS TO THE MANAGERS OF WHICH SCHOOL GRANTS WERE PAID IN 1902, AND AMOUNTS OF SUCH GRANTS.

### BOYS

### LEICESTER.

County	Town.	Name of School	Amount paid
SALFORD, L.	Regentstown,	St. Joseph's Academy,	£ 10 0 0
	Carlton,	Carlton College,	124 0 0
	Do,	Claretton School,	80 0 0
	Talton,	St. Elizabeth's Convent,	150 0 0
	Do,	Belvedere College (Old),	100 0 0
	Do,	Convent of the Sacred Heart, St. James's Road,	80 0 0
	Do,	Convent of the Sacred Heart, St. James's Road,	70 0 0
	Do,	Claretton School, Townland,	80 0 0
	Do,	Do, Station,	100 0 0
	Do,	St. Michael's School,	70 0 0
	Do,	St. Michael's School,	1,000 0 0
	Do,	St. Michael's School,	1,000 0 0
	Do,	St. Michael's School,	100 0 0
	Do,	St. Michael's School,	100 0 0
DOUGLAS,	Do,	St. Michael's School,	100 0 0
	Do,	St. Michael's School,	100 0 0
Carried forward,			£ 2,000 0 0

Report of the Education Committee

*List of Sources to the Managers of which School Grants were Paid in 1892, and Amounts of such Grants—continued.*

**BOYS.**

County.	Term.	Name of School.	Amount Paid.
<b>Down—continued.</b>		<b>Brought forward.</b>	<b>£ 100 7 6</b>
	<b>Public.</b>	<b>Down Intermediate and Commercial School.</b>	<b>175 17 6</b>
	<b>Do.</b>	<b>High School, at, Banagherbeg.</b>	<b>60 0 0</b>
	<b>Do.</b>	<b>King's Hospital, Downpatrick.</b>	<b>475 0 0</b>
	<b>Do.</b>	<b>Marston Orphan Asylum School.</b>	<b>40 0 0</b>
	<b>Do.</b>	<b>Monaghan School.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>St. Andrew's College.</b>	<b>127 2 6</b>
	<b>Do.</b>	<b>St. Mary's College, Rathfriland.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Trinity College.</b>	<b>100 12 6</b>
	<b>Do.</b>	<b>Trinity College.</b>	<b>1,100 17 6</b>
	<b>Marked.</b>	<b>Marked College.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Armagh School.</b>	<b>100 0 0</b>
	<b>Quadrant.</b>	<b>St. Thomas's College.</b>	<b>100 0 0</b>
	<b>Charitable.</b>	<b>St. Joseph's Rectory.</b>	<b>100 0 0</b>
	<b>Charitable.</b>	<b>St. Thomas's Rectory.</b>	<b>100 0 0</b>
	<b>Charitable.</b>	<b>Charitable School.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Charitable School.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Charitable School.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Charitable School.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Charitable School.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Charitable School.</b>	<b>100 0 0</b>
	<b>Do.</b>	<b>Charitable School.</b>	<b>100 0 0</b>
<b>Carried forward.</b>			<b>£ 1,275 17 6</b>

BOYS.

Report of the Intermediate

County.	Town.	Name of School.	Amount Paid.
WILTSHIRE.	Adm.	Brought forward,	4 0 0
	Minsterley	Christian Schools,	100 0 0
	Mar.	do,	40 0 0
	Newbridge.	do,	10 0 0
	Salter,	St. Peter's,	100 0 0
WILTSHIRE.	Salter,	Wiltshire Wood College (M.C.),	1,200 0 0
	Salter,	Christian Schools,	40 0 0
	Salter,	do,	40 0 0
	Salter,	St. Peter's College,	100 0 0
WILTSHIRE.	Salter,	Frederick College,	100 0 0
	Salter,	Christiansburg School,	10 0 0
WILTSHIRE.	Salter,	Frederick College,	10 0 0
	Salter,	Frederick College,	10 0 0
WILTSHIRE.	Salter,	St. Peter's College,	100 0 0
	Salter,	Christian Schools,	40 0 0
WILTSHIRE.	Salter,	Christian Schools,	100 0 0
	Salter,	do,	40 0 0
WILTSHIRE.	Salter,	Christian Schools,	100 0 0
	Salter,	do,	40 0 0
Brought forward,			14,000 0 0



List of Schools to the Managers of which School Grants were Paid in 1908, and Amounts of such Grants—continued.

BOYS.

County.	Town.	Name of School.	Amount paid.		
			£	s.	d.
		Grants Forward,	12,250	10	0
DUBLIN.	DUBLIN.	Educational Institutions,	111	0	0
	Do.	St. Mary's College,	200	0	0
MIDLESEX.	KILB.	Christian Schools,	100	10	0
	NAVAL.	St. Peter's Seminary,	400	10	0
QUEEN'S COUNTY.	ADRIANSTOWN.	Trinity School,	20	0	0
	MARYBOROUGH.	St. John's School,	100	0	0
	PORTLINGTON.	Immaculate Conception's College School,	170	0	0
WATKINSVILLE.	MILLINGTON.	Christian Schools,	100	0	0
	DO.	Do.	20	0	0
	DO.	Do.	20	10	0
	DO.	St. Michael's College,	10	10	0
	DO.	John's School,	10	10	0
	WATERLOO.	Christian Schools,	170	0	0
	DO.	St. Peter's College,	100	0	0
	DO.	The School,	100	0	0
WATERLOO.	WATERLOO.	The Academy,	10	10	0
		Total,	12,250	10	0

**POTB.**

County.	Town.	Name of School.	Amount paid.
ANTWERP.	Trilloth.	Dauphins College.	100 0 0
	Do.	Christian Schools.	100 0 0
	Do.	Royal Astronomical Institution.	100 0 0
	Do.	Royal Academy.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
BRUSSELS.	Brussels.	Christian Schools.	100 0 0
	Do.	Royal School.	100 0 0
	Do.	St. Patrick's College.	100 0 0
	Do.	The College.	100 0 0
Dinant.	Dinant.	Royal School.	100 0 0
	Do.	St. Patrick's College.	100 0 0
LIEGE.	Liege.	St. Mary's Convent.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
Mons.	Mons.	St. Mary's Convent.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
Namur.	Namur.	St. Mary's Convent.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
Tournai.	Tournai.	St. Mary's Convent.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
Vervins.	Vervins.	St. Mary's Convent.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
Ypres.	Ypres.	St. Mary's Convent.	100 0 0
	Do.	St. Mary's Convent.	100 0 0
Grand Total.			1,000 0 0

# Report of the Information

List of Donors to the Managers of which School Grants were Paid in 1903, and Amounts of such Grants—continued.

BOYS.

County.	Town.	Name of School.	Amount paid.
		Brought forward,	£ 1,268 18 8
Down.	Enniscorthy.	Enniscorthy School,	128 00 0
	Henry.	Christian Schools,	200 00 0
	Do.	St. Columba's College,	50 00 0
Fermanagh.	Enniskillen.	Portora Royal School,	200 00 0
	Do.	St. Michael's International School,	50 00 0
Longford.	Coleman.	Longford Central School,	250 00 0
	Enniskerry.	Boyle College,	400 00 0
	Do.	St. Columba's College,	250 00 0
	Maynooth.	St. Patrick's International School,	50 00 0
	Maynooth.	Christian Schools,	150 00 0
Roscommon.	Do.	St. Mary's Academy,	250 00 0
	Do.	The Academy,	50 00 0
Sligo.	Drumahaire.	Boyle School,	200 00 0
	Do.	St. Patrick's Academy,	200 00 0
	Donagh.	Christian Schools,	250 00 0
		Total,	£ 2,000 00 0

List of Schools to the Managers of which School Grants were Paid in 1868, and Amounts of such Grants—continued.  
**BOYS.**  
**WINTER.**

10

Amount of the Expenditure

County.	Town.	Name of School.	Amount paid.	
Gloucester.	Bristol.	Christian Schools.	11 0 0	
	Do.	St. Thomas's College.	100 0 0	
	Fenchington.	Christian Schools.	75 0 0	
	Gloucester.	Christian Schools.	100 0 0	
	Gloucester.	Christian Schools.	100 0 0	
	Gloucester.	Do.	1,000 0 0	
	Do.	Christian Teachers' College.	100 0 0	
	Do.	Grammar School.	100 0 0	
	Do.	Protestant College, Maryland.	400 0 0	
	Do.	Queen's College, Maryland.	100 0 0	
Gloucester.	Gloucester.	Christian Schools.	100 0 0	
	Gloucester.	Do.	75 0 0	
	Gloucester.	St. Thomas's College.	400 0 0	
	Gloucester.	Patrician Academy.	100 0 0	
	Gloucester.	Christian Schools.	100 0 0	
	Carried forward.			4,000 0 0

List of Schools to the Managers of which School Grants were Paid in 1893, and Amounts of such Grants—continued.

BOYS.

Group.	Term.	Name of School.	Amount paid.		
			£	s.	d.
Grant—continued.		Brought forward.	1,000	0	0
		The College.	54	10	4
		Christian Schools.	100	0	0
		Presbyterian College.	70	0	0
		Presbyterian Episcopal College.	100	0	0
		University and International School.	170	10	0
Grant.		Christian Schools.	100	10	10
		Do.	400	1	1
		St. Francis's Conventary.	100	10	0
		St. Michael's College.	100	0	0
		Christian Schools.	100	10	0
		International and University School.	1,000	0	0
Expenditure.		Christian Schools.	100	0	0
		Christians College (M.F.).	10	0	0
		International School, Bedford-street.	100	0	0
		St. Michael's.	100	0	0
		St. Michael's College.	100	0	0
		Carried forward.	1,000	0	0

List of Schools to the Managers of which School Grants were Paid in 1898, and Amounts of such Grants—continued.

BOYS.

County.	Towns.	Name of School.					Amount paid.		
		Brought forward.					£.	s.	d.
Dorset.	Church-vestry.	-	-	-	-	Christian Schools.	1,088	7	6
	Osford.	-	-	-	-	Frederick College.	1,121	1	0
	Osford.	-	-	-	-	Christian Schools, St. Mary's.	85	4	0
	Do.	-	-	-	-	Christian Schools, The Priory and Poole.	300	0	0
	Do.	-	-	-	-	Queen's School.	120	0	0
	Do.	-	-	-	-	St. John's School.	80	0	0
	Do.	-	-	-	-	Christian Schools.	44	0	0
	Do.	-	-	-	-	Do.	105	0	0
	Do.	-	-	-	-	Do.	100	0	0
	Do.	-	-	-	-	Queen's School.	100	0	0
	Do.	-	-	-	-	Christian Schools.	100	0	0
	Do.	-	-	-	-	St. Augustine's Seminary.	10	0	0
Wiltshire.	Do.	-	-	-	-	Christian Brothers College.	10	0	0
	Do.	-	-	-	-	Queen's College.	10	0	0
	Do.	-	-	-	-	Christian Schools.	100	0	0
	Do.	-	-	-	-	Wiltshire College.	100	0	0
	Do.	-	-	-	-	Total.	2,000	0	0

LIST of SCHOOLS to the Managers of which School Grants were Paid in 1903, and Amounts of such Grants—continued.

BOYS.

CONCULSION.

County.	Towns.	Names of Schools.	Amount paid.		
			£	s.	d.
DUBLIN	Ballinacorney	St. Joseph's College.	154	0	0
	Galway.	Ormonde School.	80	0	0
	Do.	St. Stephen's College (J.P.S.)	250	0	0
	Do.	St. Joseph's Seminary.	25	0	0
	Do.	St. Francis Seminary.	100	0	0
	Wexford.	Clonmel School.	100	0	0
	Do.	St. Nicholas's College.	110	0	0
MAYO.	Ballinacorney.	Clonmel College.	100	0	0
	Wexford.	Clonmel School.	100	0	0
WATERFORD	Adrian.	Wexford School.	100	0	0
	Adrian.	Wexford School.	100	0	0
CLONMEL	Adrian.	Wexford School.	100	0	0
	Adrian.	Wexford School.	100	0	0
Total.			1,200	0	0

LIST of SCHOOLS to the Managers of which School Grants were Paid in 1908, and Amounts of such Fees—continued.

# G I R L S.

## 1908/1909.

County.	Town.	Name of School.	Amount paid.
Dorset.	Dorchester.	Foundation Convent.	25 0 0
	Dorchester.	Convent of Mercy.	25 0 0
	Taunton.	Brighton Convent.	100 0 0
Dorset.	Bridport.	Lewes Convent.	100 0 0
	Bridport.	Alfred the Great.	100 0 0
	Do.	Alfred the Great.	100 0 0
	Do.	Foundation Convent, St. Andrew.	100 0 0
	Do.	Foundation Convent.	100 0 0
	Do.	Lewes Convent, St. Andrew.	100 0 0
	Do.	Lewes Convent, St. Andrew.	100 0 0
	Do.	Lewes Convent, St. Andrew.	100 0 0
	Do.	Lewes Convent, St. Andrew.	100 0 0
Grand Total.			1,000 0 0



LIST of SCHOOLS to the Managers of which School Grants were Paid in 1903, and Amounts of such Fees—continued.  
G I R L S.

County.	Town.	Name of School.	Amount paid.
DORSET—continued.	Dorchester.	Brought forward,	£ 100 0 0
		St. John's School, Blandford,	10 0 0
		Thomas's School,	10 0 0
		St. John's School,	10 0 0
		St. Mary's University College, Blandford,	10 0 0
		St. Margaret's Hall,	10 0 0
		Latimer College School,	10 0 0
		Mary's School,	10 0 0
		Mount Blandford Convent,	10 0 0
		Victoria School,	10 0 0
		St. John's School,	10 0 0
		Blandford School,	10 0 0
DORSET.	Dorchester.	Amount of Money Received,	£ 100 0 0
		Balance carried over,	100 0 0
DORSET.	Dorchester.	Grants paid,	100 0 0
		Brought forward,	100 0 0



List of *Sponsors* to the Managers of which School Ornaments were sold in 1900, and Amounts of such Grants—continued.  
**GIRLS.**

**TABLE.**

Grants.	Term.	Name of School.	Amount paid.
1900.	July 1900.	Quaker College School, . . . . .	10 2 6
	July 1900.	Ladies School, . . . . .	12 10 6
	July 1900.	Edmond Ladies College, Dorset, . . . . .	10 4 6
	Do.	Overland Mill, Dorset, . . . . .	10 0 0
	Do.	St. Andrew's, Dorset, . . . . .	12 10 0
	Do.	High School, Dorset, . . . . .	12 10 0
	Do.	St. Andrew's High School, . . . . .	10 0 0
	Do.	Ladies College School, Portsmouth Park, . . . . .	12 12 0
	Do.	Do. . . . .	0 0 0
	Do.	St. Andrew's School, . . . . .	10 12 0
	Do.	St. Andrew's School, . . . . .	10 12 0
	Do.	St. Andrew's School, . . . . .	10 12 0
	Do.	St. Andrew's School, . . . . .	10 12 0
	Do.	St. Andrew's School, . . . . .	10 12 0
	Do.	St. Andrew's School, . . . . .	10 12 0
	Do.	St. Andrew's School, . . . . .	10 12 0
1901.	July 1901.	Quaker College School, . . . . .	10 2 6
	July 1901.	St. Andrew's School, . . . . .	10 12 0
Grand Total.			1,000 0 0



List of Schools to the Managers of which School Grants were Paid in 1862, and Amounts of such Grants—continued.

G I R L S.

WOMEN.

County.	Town.	Name of School.	Amount paid.
CLARE.	Do.	Convent of Mercy.	20 0 0
	Do.	High School for Girls, Eyre-street.	200 0 0
	Do.	Infant School, 14, North Mall.	20 0 0
	Do.	Infant College-street School.	20 0 0
	Do.	Rockfield Seminary.	220 0 0
	Do.	Convent College, St. Angela's.	200 0 0
	Do.	St. Martin and the Isle.	20 0 0
	Do. (Blackrock).	Convent of Mercy.	20 0 0
	Blackrock.	Convent of Mercy.	20 0 0
	Quinnstown.	Convent of Mercy.	20 0 0
		Carried forward.	1,200 0 0

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SCHOOL.									
County.	Term.				Name of School.				
									Amount paid.
ESSEX.					Brough & Howard,	.	.	.	2,464 12 1
	Waltham.	.	.	.	London District,	.	.	.	155 4 1
	Walth.	.	.	.	Trinitarian Church,	.	.	.	177 12 12
SUSSEX.	Worthing.	.	.	.	Laurel Hill School, and St. Paul's Church Academy,	.	.		116 8 1
	Do.	.	.	.	Madras de Poles & Collins,	.	.	.	66 15 0
TAMWORTH.	Royston.	.	.	.	Miss England School,	.	.	.	17 6 7
	Walswood.	.	.	.	General Board School, Pongthick,	.	.	.	19 12 1
WARRINGTON.	Do.	.	.	.	Carlisle Church,	.	.	.	147 8 3
					Total,	.	.	.	3,989 12 7

List of Schools to the Managers of which School Grants were Paid in 1903, and Amounts of such Grants—continued

GIRLS.

CONTINUED.

County.	Town.	Name of School.	Amount paid.
GLoucester.	Salisbury.	Trincomalee Convent	£ 10 0 0
		High School	14 0 0
GLoucester.	Salisbury.	St. Louis Convent	10 0 0
		St. Mary's School	12 7 6
GLoucester.	Salisbury.	Convent Convent	11 0 0
		Total	57 0 0

List of Receipts to the Managers of which School Grants were paid in 1908 and Amounts of such Grants—continued.

# MIXED SCHOOLS

## LEINSTER.

Report of the Intermediate

Donor	Term	Name of School	Amount paid.
			£ s. d.
BRIDGES, . . . .	1897-8 . . . . .	Bedford School, . . . . .	10 11 10
St. Mary's Con., . . . .	1897-8 . . . . .	Bedford School, . . . . .	10 11 10
St. Mary's Con., . . . .	1897-8 . . . . .	Bedford School, . . . . .	10 11 10
		Total, . . . . .	10 11 10



List of Schools to the Managers of which School Grants were Paid in 1902, and Amounts of such Grants—continued.

# MIXED SCHOOLS.

1902.

County.	Town.	Name of School.	Amount Paid.
DUBLIN.	Arden,	Intermediate School,	£ 10 0 0
	Ballycath,	Intermediate School,	10 0 0
	Ballymore,	The Academy,	100 0 0
	Ballymore,	Intermediate School,	10 0 0
	Bethel,	Marionette College,	10 0 0
	Do.,	Marionette College,	10 0 0
	Do.,	Oral College,	0 0 0
	Do.,	Junior School,	10 0 0
	Do.,	Intermediate School,	10 0 0
	Do.,	Upper Primary School,	10 0 0
DUBLIN.	Do.,	The Academy,	10 0 0
	Do.,	Intermediate School,	10 0 0
	Brought forward,		1,000 0 0



List of Schools to the Managers of which School Grants were Paid in 1902, and Amounts of such Grants—continued.

# MIXED SCHOOLS.

continued.

County.	Town.	Name of School.	Amount paid.
			£ s. d.
CLARE. . . . .	Ennis, . . . . .	Intermediate School, . . . . .	46 0 0
DOUB. . . . .	Ennis, . . . . .	St. Mary's Intermediate School, . . . . .	25 0 0
	Do., . . . . .	Ennis School, . . . . .	44 10 0
		Total, . . . . .	115 0 0

List of Schools to the Managers of which School Grants were Paid in 1905, and Amounts of such Grants—continued.

### MIXED SCHOOLS.

#### CONSOLIDATE

Grade	Term	Name of School	Amount Paid
			\$   ¢   ¢
Elementary	Sept.	Academy Institution	11   0   0
High	Sept.	Intermediate School	25   10   0
		Total	36   10   0

### APPENDIX III.

#### THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualifies in the manner aforesaid, the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.



[Copy.]

No. 12625.

DUBLIN CASTLE,

1st July, 1903.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 29th ult., forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Intermediate Education Board for Ireland for the year 1902.

I am

Gentlemen,

Your obedient Servant,

(Signed),

J. B. DOUGHERTY.

The Assistant Commissioners,

Intermediate Education Office,

1, Hume Street, Dublin.